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OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION



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May, 1949

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The ATA Magazine

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI

ERIC C. ANSLEY, Managing Editor
Imperial Bank Bldg., Edmonton

Volume 28

May, 1948

Number 8

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The Editor Says . . .

CALGARY DIVISIONAL BOARD

One of the School - Boards - of - the - Year

CALGARY School Division No. 41 encircles Calgary City for a distance of 40 miles. All of its 50 schools are in the beautiful foothill country. The Rockies are clearly visible on bright days — almost 365 days each year — from every school in the Division. Before it was settled by the white men, this district was in the heart of the territory ruled by the Blackfoot Confederacy, the most powerful Indian Alliance in the West. Following the signing of a treaty by the Blackfoot Chiefs and the Government, Calgary and district became an important centre in the settlement and development of West-



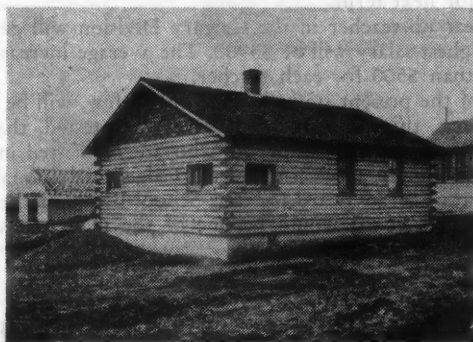
ern Canada. Many of the place names are part of the stories of the early days: Jumping Pond, Bragg Creek, Springbank, Sarcee Reserve, Stoney Reserve, Two Pine, Lockend and Beaver Dam. Sons and grandsons of some of the pioneer cattlemen in the the district are now operating the old home places, the Copithornes, the Gardners, the MacKinnons. Although thousands of cattle still range over this rolling countryside, the main occupation today is mixed farming. Throughout all the years the land has been kind to the people who have chosen it for their homes. The people are prosperous, independent and progressive.

The early settlers in this district were among the first in the West to build schools. These schools were built by the parents in the community in order that their children might have some schooling. The first school in the Calgary area was in the Davisburg School District. It was of logs and was built in either 1884 or 1885. This school was replaced in 1910 by a building of frame construction, which in turn is ready to be scrapped. The Board has plans to replace all these out-

moded schools with centres of two or more rooms, as soon as roads and finances permit.

THE building program also includes the construction of homes for teachers, real homes like the one at Springbank. This home is of polished logs with a full concrete basement, two bedrooms, a combination living and dining room, a kitchen, a bathroom equipped with shower. Propane gas is used for cooking and heating, and the house has electricity and a cistern tank. This building is a home, not the common one or two-room "kennel" sort of thing that in Alberta is called a "teacherage"! Incidentally, the Calgary Divisional Board did build twenty of these things some years ago but the present Board has found out that 12' x 20' two-room shacks are not good for teachers, or for the pupils of the teachers who have to live in the things. From now on this Board intends to build homes.

The Board has a full time librarian, Mrs. E. Whitman, under whose direction \$3,000 a year is being spent on books for 1600 pupils.



All school buses are purchased by the Board and then sold to the operators under an agreement which enables them to own their own buses within a year or so.

The importance of education to the people of the Calgary Division is clearly indicated by the firm resolution of their Board to provide the best schools in Alberta for their boys and girls. To have the best schools, the Board requires efficient teachers. To insure efficient teaching the Board is offering top salaries. The new salary agreement provides a beginning salary of \$1500, eight yearly increments of \$125 each, to a maximum salary of \$2500 for teachers with one year of training. A degree is worth \$700 a year and the administration of a two-room school is worth \$350 a year. This schedule is designed to attract and to keep well-trained, experienced, efficient teachers. This Board knows that schools are only as good as their teachers.

This salary schedule may become one of our model schedules, one of our "yardsticks" with which to compare other schedules. It

was negotiated by the Board and the Salary Committee of the Calgary Rural Local of the Alberta Teachers' Association, headed by Mr. H. H. Mumby of Crossfield.

THIS year the Division has a staff of 80 teachers, over 30 one-room schools and 14 centres of from 2 to 7 rooms. The picture on the cover of The A.T.A. Magazine was taken at Springbank School in 1943 when it was a two-room school and when every pupil rode to school on horseback. Today the school is larger and the boys and girls are brought by buses from a correspondingly larger district. The Chairman of the Board is Mr. L. Akins of Shepard. Other members of the Board are Messrs. E. C. Britton, W. R. Johnston, W. R. Pole, and W. G. Birney. Mr. G. L. Wilson is the Superintendent and Mr. O. P. Gosling is the Secretary-Treasurer. The Librarian is Mrs. E. Whitman. Other members of the staff at the Division office at 1001 - 8 Ave. West, Calgary, are Mrs. M. K. Wood and Miss Jean Liddell. Miss Liddell is a graduate of the Beaver Dam School and has enrolled with the Faculty of Education for next term.

This year no teacher in the Calgary Division will get less than \$1500. The highest salary will be \$3900. The average increase over last year is more than \$500 for each teacher.

Some of the present staff, perhaps only a few, will be sending in their resignations, this June. It is hoped, and suggested, that teachers who have not accepted a position, or who are interested in getting a better position, send an application to the Calgary Divisional Board.

If Alberta had an award for The-School-Board-of-the-Year, the Calgary Divisional Board would be one of the main contestants for the honor.

CALGARY DIVISION SALARY SCHEDULE

Effective September 1948.

- | | | | |
|---|---------|---|-------|
| 1. Basic Minimum | \$1,500 | with dependant children | \$100 |
| 2. Past Experience—to maximum of 8 years. Per year.... | \$125 | 4. For one completed year of University work toward a degree | \$100 |
| 3. Additional Allowances— | | For two completed years of University work toward a degree | \$300 |
| (a) Principals | \$300 | For three completed years of University work toward a degree (if 4-year course) | \$500 |
| (b) Principals—per room for each room other than own | \$50 | For four completed years of University work toward a degree | \$700 |
| (c) Vice-Principals | \$100 | 5. Temporary and Substitute Teachers—same as above. | |
| A vice-principal shall be appointed for a two or more roomed building where such building is situated on a site other than home building. | | 6. Sick Leave—as per the School Act. | |
| (d) Married men and to widows or widowers | | | |

WHY ALBERTA IS SHORT OF TEACHERS



TEACHERS REMEMBER TOO!



SEPT. 1

— BUT IT COULD BE THIS!

SCHOOL ACT

Duties of School Boards ----

— TO APPOINT AND ENGAGE IN THE MANNER PROVIDED BY THIS ACT DULY QUALIFIED TEACHERS ----

-- AND TO TRANSFER ANY TEACHER FROM ANY SCHOOL OR ROOM TO ANOTHER AT ANY TIME.



OUR PRESIDENT'S COLUMN

DURING the next two months many high school teachers will have an opportunity to help their graduating students to choose a career. When the time arrives to make a real-life decision many Grade XII students submit to the immediate pressure of circumstances over which they think they have no control and step hopefully forth into the first opening that the Gods of Chance cast in their path.

Alberta teachers are in a better position than ever before to point out the advantages of their own profession to those students who have the personal qualifications necessary to make a success of teaching. Teachers have an opportunity right at hand in their classrooms, the most accessible field of public relations, to build respect for and a desire to enter the teaching profession.

Our Association has made great progress in achieving professional status for teachers. Salaries have improved, security of tenure has been won, collective bargaining has been firmly established, and a reasonably satisfactory pension plan has been enacted, but we have yet to reach the goal of a true profession. Salaries, living conditions, and low standards of qualification for teachers are some of the problems that are to be faced by your executive this year, but there are other factors affecting our professional status, factors with which your executive is almost powerless to deal. I refer to the job of selling our profession to the bright graduates of our schools.

They are the people we want in our profession; they are the people we need, and if we are to win the dignity that our occupation warrants, they are the people that we must have. It is our responsibility

to give that guidance, to show them in every possible way that teaching offers them a career; that teaching has advantages over law, engineering, banking, railroading and farming.

WE can sell it. We have to sell it. At great expense and effort we try to sell teaching to the public—too late. We wait until that public is grown up and consists of chambers of commerce, town and city councils, school boards and legislative assemblies. We forget that just a few years ago these people were sitting in front of us ready to learn the things we were ready to tell them. So we do our selling too late, and we meet with less than fair success. Let us begin a little earlier; let us start in high school and let us so bear ourselves that every teacher is a salesman of his profession, an ambassador of goodwill from his fraternity.

We must sell teaching as a lifetime career to our brightest high school students, and be assured of this: that if we fail, if we can not demonstrate to the boys and girls in our classrooms that teaching is a profession to be proud of and to be respected and to be adequately rewarded—if we can't do this—then all the fine sentiments that all our publicity departments can devise will fall on deaf ears.

We shouldn't have to bribe students into the profession with three-hundred-dollar scholarships; we shouldn't have to lower the hurdles at the entrance to the University so that a few more misguided individuals will stumble uncertainly into classrooms for which they have no aptitude; we shouldn't have to resort to any of the subterfuges that have been offered in the desperate

attempt to man our schools.

There are other ways to solve the teacher shortage and solve it permanently, but those ways take a few years to put into operation. There are other ways to build a profession than by paying indifferent individuals to enter it. I think we can find those ways. I hope some day to

be able to meet one of my own students after he has left our school; not 10 months after or a year after, but at the very least, two years after. I want to congratulate him and shake his hand and say to him, "Son, you've arrived. You're set for life. You're a teacher."

E. T. WIGGINS.

Personnel of A.T.A. Committees A.T.A. Representatives on Department of Education Committees

The members of the A.T.A. Discipline Committee and the Library Committee for the year 1948-49 have been nominated by the Provincial Executive as follows:

Discipline Committee: Dr. H. E. Smith, F. J. C. Seymour, M. Holman, A. R. Patrick and A. O. Aalborg.

Library Committee: F. J. C. Seymour, T. D. Baker and L. Picard.

The A.T.A. representative or representatives on the following Department of Education Committees, as nominated by the Provincial Executive, are as set out:

Evaluation and Guidance Committees: E. C. Ansley, General Secretary, Miss Marian Gimby, Eastwood High School.

Curriculum Committees:

- (a) *High School Curriculum Committee:* R. L. Whitney, Red Deer.
- (b) *Intermediate Curriculum Committee:* M. W. Macdonald, Edmonton.
- (c) *Elementary Curriculum Committee:*

Miss V. V. Milburn, Sunny-side Bungalow School, Calgary.

(d) *General Curriculum Committee:* E. C. Ansley.

Board of Teacher Education and Certification: President, E. T. Wiggins; General Secretary, E. C. Ansley; J. Burke, Edmonton.

Examination Boards:

(a) *High School and University Matriculation:* R. V. Clark, Edmonton.

(b) *High School Entrance:* E. T. Wiggins, Didsbury.

A.T.A. representatives on other Committees are as follows:

Faculty of Education Council: E. C. Ansley, Edmonton.

Teaching Profession Appeal Board: Dr. M. E. LaZerte, Faculty of Education, Edmonton.

Alberta Adult Education Association: T. D. Baker, Edmonton.

Alberta Nutrition Council: Mrs. B. Brindley, Edmonton.

"MARY'S LITTLE COLD"

Mary had a little cold, but wouldn't stay at home;

And everywhere that Mary went, the cold was sure to roam;

It wandered into Molly's eyes, and filled them full of tears—

It jumped from there to Bobby's nose, and thence to Jimmie's ears.

It painted Anna's throat bright red, and swelled poor Jennie's head;

Dora had a fever, and a cough put Jack in bed.

The moral of this little tale is very quickly said—

She could have saved a lot of pain with just one day in bed.

—Lucy Thibault in the California Parent-Teacher.

LORRAINE GOVERMAN SAYS GOODBYE

LORRAINE GOVERMAN traveled for seven weeks in March and April for the A.T.A. Magazine and the Rural Editorial Service of the University of Chicago. The Service, which is financed by the Kellogg Foundation and sponsored by the National Association of Secretaries of State Teachers' Associations, sends articles and news to some sixty education journals in the United States and Canada. Its staff writers have been on reporting jaunts the past year looking for stories of school practices. Miss Goverman visited schools in Kentucky, Alabama, Indiana and New Jersey before coming to Alberta. Her stories about Alberta schools will appear in coming issues of the A.T.A. Magazine.

"The horses made me realize how far north and west I'd come," she says. "Children riding to school two and three to a bare-backed horse, and barns on the school grounds, obviously to keep the horses from freezing to death, those were things I'd never seen in visiting country schools. I'd seen bicycles littered over school grounds before, but never skis, as in Alberta. And as soon find a rural Alberta school without a hockey rink as an Indiana high school without a basketball gym. In a couple of two-room schools I found that the children paid the costs of hauling water over the prairies to flood the rink, and that the midget hockey team practiced every recess. Having enough boys in the school for a hockey team was as important as having that baseball nine in the States."

"ON the debit side, I'd place the two-room high schools. Such small inadequate high schools seem to be 'out' in the States I visited. Also I saw not a single really attractive well-stocked school library. Usually the principals said the libraries were in the classrooms. The 'libraries' con-



LORRAINE GOVERMAN

Roving Reporter for Rural Editorial Service, University of Chicago.

sisted of one shelf of battered old text books and three or four 'classic' novels like *Lorna Doone* from an old-style set with gilt lettering on the bindings and small print inside. Sometimes the books were just old and hardly classic."

"Everywhere people were as kind and hospitable as could be, from Calling Lake where I dined on moose-meat with a frontier family, to the smallest, bleakest town anyone's ever been in, where I had one of the nicest evenings of my life, welcomed with piles of food and friendship in the home of a Ukrainian-Canadian family."

The great secret is not having bad manners or good manners, or any particular sort of manners, but having the same manner for all Human Souls.—George Bernard Shaw.

EDUCATION AND BUSINESS

The Better the Schools The Higher the Income and The Greater the Productivity

BY F. W. ABRAMS,

Chairman of the Board, Standard
Oil Company of New Jersey.

IF education increases income, it also increases productivity. We may say, then, that business depends upon education not only to provide more profitable markets, but to provide more productive manpower. As every foreman knows, a worker who has had some practice in learning at school usually turns out to be better at learning in a factory. He catches on more quickly not only to the how of his job, but the why of it. His training takes less time. He has a quicker and better grasp of problems and ideas. He is more apt to think about what he is doing and to come up with useful suggestions concerning it. If he has gone through high school, he has been given the necessary background for the clerical work without which business cannot operate. And if he has gone through college, he has had an opportunity to acquire the broader perspective and the capacity to think in terms of ideas and trends, which are indispensable on the higher management levels.

If business and industry could not draw upon a large reservoir of educated manpower, they would be handicapped in every phase of their operations. American education does a job for business and industry. If our hope of an advancing American economy involves reducing costs, increasing individual productivity, and devising better ways of doing things, we must consider that we have a major interest in helping

American education and educators in their work.

MEN without formal education have made spectacular records in America—in business and industry. That is always possible in a democracy. But the man who does this is a man who has succeeded in spite of handicaps. Certainly we can not argue that business and industry generally can get along on the exceptional situation. . . .

Business and industry have an ever-increasing interest in an educated population—an enlightened electorate. I cannot think of a healthier climate for any private enterprise.

The intelligence and initiative of people are a tremendous "natural resource" of any nation. All other natural resources are meaningless without it. Our position in the world today is not primarily a result of our other natural resources—although we have been fortunate in this respect—but of the ability which we as a people have developed. In this development, our educational system has been a vital factor.

"Principals and supervisors tell our teachers what to do, and they do as they're told, and then we blame them for poor results and assume they're not bright enough to do better," says Dr. Prescott. "Teachers have a right to be peeved. But we find, if we teach them the skills they need, they can figure out for themselves how to do the job."—Daniel A. Prescott (RES).

A Reflection on the School Trustees of Alberta

By HENRY E. SPENCER

IN SPEAKING of Governments it is usual to refer to three categories, viz: Federal, Provincial and Municipal. In reality there are four; the fourth being that of Education administered by the School Trustees. The reason for establishing the fourth was no doubt because of the importance of the social service of Education, which Governments have made compulsory. It is realized that ignorance is as detrimental a factor to society as that of slums. It might even be said that slums are the direct result of ignorance. Governments responsible for education have therefore, established Boards of School Trustees to administer the business of education.

The School Act is one of the most important on the statutes of a Province and under it, definite rights and limitations are recorded for the guidance of the governing bodies concerned. Under it, the people who carry out the Trusteeship are made responsible to see that the children under their administration are given the best education that can be secured. They are duly elected by the people and can therefore be removed if not carrying out their duties. With this safeguard, it is recognized that Trustee Boards should have a free hand in drafting their budgets of expenditures; and this freedom until recently has always been given. Whatever monies the Trustees have found necessary, the Municipal authorities were required to collect for educational purposes.

SO IMPORTANT are the duties of the School Trustees that the executive of their Association has for

some time past been promised by the Department of Education that no amendment to the School Act would be made without first consulting them. Imagine then, the surprise of the Public when an amendment to the School Act was introduced during the dying hours of a session the last week in March, giving the Municipalities the right to question the requisition for funds for School Divisions if the amount is more than ten per cent of the requisition for the previous year. The Municipalities can then refer the matter to a Commissioner whose decision will be final.

In introducing this amendment it is hard to realize that the two main associations affected, viz; the School Trustees Association and the Alberta Teachers' Association were kept in ignorance, entirely contrary to an agreed custom. A curious coincidence however, was the fact that the legislation was being rushed through the House in Edmonton while the Teachers' Association was in Convention in Calgary, also, the President and Vice-President of the Trustees' Association were in that city.

BY MERE chance, information was sent to the Palliser Hotel where the Convention was in session, of what was being enacted in the Legislature. Wires by the score began to pour into Edmonton to ministers and members in protest against the proposed legislation. In spite of this expression of public opinion the amendment was passed but with the following changes. The figure 10% was raised to that of 20%.

The principle however, is the same. Groups of people are being elected by the Public to do a certain job; they specialize in School Administration; they appreciate the importance of educating the children and the value of good teachers, buildings and equipment; they work under, and with, the Department of Education.

This amendment transfers definite responsibilities in the control of School finance and all that this means from the Department of Education working with the Trustees to Councillors working with the Minister of Municipalities. The Councillors have a

lot of very important work to do and cannot be expected to understand or be sympathetic to School matters as are those whose full duty is to look after the education of pupils under their charge.

If the Provincial Government is prepared to finance education in proportion to any reduction made under the Act; the result may not be so serious. If however, they are not prepared to do this, the results to education in Alberta are likely to be disastrous indeed. School Boards should insist now on the deletion of the above legislation.

TRANSFER OF PRINCIPALS AND TEACHERS

Temporary Agreement Between Trustees and Teachers for This Year Only

Representatives of Alberta Teachers' Association and the Alberta School Trustees' Association met with the Department of Education respecting the transfers of principals (including vice-principals and assistant-principals) and teachers, from one position to another. The accepted interpretation of the law is as follows:

1. A teacher may be transferred from one teaching position to another at any time.
2. A principal may not be transferred by a board, having been designated as principal of a school.

The Alberta Teachers' Association is of the opinion that the right to transfer teachers is open to abuse and that teachers should have some measure of protection. Boards are of the opinion that they are unduly hampered in not having the right to

transfer principals at their own discretion.

In order to arrive at a better understanding of the problems and to render assistance in difficult cases the Department has agreed, subject to limitations of staff should there be a large number of cases, to serve as an informal appeal board. A committee will investigate all cases referred to the Department either by boards or teachers in which it is alleged by a teacher that he has been unjustly transferred or by a board that it is unduly restricted with respect to the desired transfer of a principal. The Department will give an opinion and recommend a disposition of the case.

It is understood that no such committee can supersede the legal rights of the parties concerned and that its recommendations will carry no authority.

(Reprinted from *The Alberta School Trustee*, April, 1948)

THE FAILURE OF EDUCATION

By REV. ANGUS JAMES MacQUEEN

(Reprinted from *The Alberta School Trustee*, March, 1948)

AT THE very outset let me pay tribute to the fine body of teachers in the field of education. Other professions would do well to covet a like intellectual and moral standard. Hence this address is not an indictment of teachers, but of our prevailing education, the weaknesses of which are apparent to many teachers, who are doing their best to correct them within the limitations set. And since I am no pedagogue, you are to remember that the views presented are those of an interested layman deeply concerned over the state of education in our time.

Last June (1947) *Life Magazine* carried in one of its issues an article and some pictures on Princeton University's Class of '32. A questionnaire had been sent to all the members of that class, and from the answers returned the following facts were disclosed. These graduates of '32 showed little or no interest in such major matters as Religion, Politics, and Literature. Their interest mainly had to do with Money and Drinking—the gods of Mammon and Bacchus, Business and Pleasure.

In 1944 Walter Lippman wrote: "The prevailing education is destined, if it continues, to destroy western civilization, and is in fact destroying it." About the same time the President of a famous American University said, "Today, though it is possible to get an education in an American University, a man would have to be so bright and know so much to get it that he wouldn't really need it."

NOW ALL these references may be exaggerations. They are, so far as our Canadian educational situation is concerned. But they disclose

a trouble, and lead us to examine a peril. The evidence, when viewed rationally and fair, is, I think, indisputable, that modern education is generally a failure. And this in a time when international suicide is a sobering possibility. In an age of such unlimited power education ought to be better than ever, instead of worse. But modern education is failing the individual, the home, the community, the church, the nation, our western civilization, and international relations. This failure is seen in the following instances.

A

1. **A Failure to produce Educated men and women.** Emerson saw this over a century ago, and he said, "We aim to make accountants, attorneys, engineers; but not to make able, earnest, great hearted men." Mark Van Doren, of our own day, in his book "Liberal Education," says that an educated person is "one who knows how to read, write, speak, and listen," and then adds that these are "four major arts in which few are proficient" today. According to Sydney Herbert Wood, retiring Principal Assistant Secretary of the British Ministry of Education, the three acid tests of an "educated man" are:

1. Can you entertain a new idea?
2. Can you entertain another person?
3. Can you entertain yourself?

By these tests modern education is a failure. And yet never before have we talked so much about education, as though it were the Messiah of a New Day. In the U.S. in 1889 there were enrolled in the colleges throughout the land 55,687 students. In 1938,

(See Page 14)

EDUCATION IS NOT A FAILURE!

By DR. H. E. SMITH

Past President, Alberta Teachers' Association

Why Attack the Schools?

ATTACK is now considered sound strategy irrespective of the strength or weakness of one's own position. In harmony with this principle it is proper that the Church should attack someone; it has been on the defensive long enough. Whether or not our schools should be the first object of attack is another question.

The following observations have reference primarily to the charges preferred by Reverend Angus James MacQueen in the March number of *The Alberta School Trustee* under the caption *The Failure of Education*. The charges are forthright and comprehensive. Properly so. Reverend MacQueen has done a service to education in pointing out what he considers its shortcomings and in suggesting the remedies. No one interested in education can ignore the challenge. One has the alternative either to show that the charges are wrong or not proven, or to get busy with the remedies. To the writer the first alternative is much the more attractive. I propose to query the soundness of the assumptions made, and even if they are sound to question the appropriateness of the remedial measures suggested. What is really the matter with our education I should prefer to leave for elucidation to another occasion.

IN A nutshell education is charged with failure because it does not produce educated men and women; does not develop moral character; does not inculcate a true sense of values; does not broaden man's humanity; does not recognize man's spiritual nature; and does not preserve the cultural basis of our West-

ern civilization. For good measure, modern education is characterized as basically utilitarian, specialized, ugly, and cynical. This is an arraignment of sweeping proportions. Very little is left out and one begins to wonder if there is anything about modern education not dreadfully bad. The remedies according to Rev. MacQueen are twofold, viz., the Classics and Religion.

Present Generation Misjudged

In replying to all this I shall present my readers with the following arguments.

1. There has not yet been presented the slightest shred of objective evidence to show that the present generation of Canadians or Americans is any whit lower in the scale, mentally, morally, socially, physically, or spiritually, than any other substantial group of people at any time in the world's history. Our moral, cultural, and spiritual decadence is simply taken for granted on the say so of Walter Lippman, Emerson, Mark Van Doren, H. C. Link, and Sir Richard Livingstone. These are competent spokesmen, no doubt, each in his own field, but most of them live in restricted worlds and at best they express but their own opinions.

IT MAY be true that our modern man will read his *Daily Mirror* or *Chicago Tribune*, or even his favorite scandal sheet on the way to work, but when wasn't it ever so with whatever medium of news was available. It may be true that his church attendance is slighted, his golf emphasized, his political views picked up second hand, his marriage

(See Page 15)

THE FAILURE OF EDUCATION

1,346,856 students, or 24 times as many. Since the war the enrollment is at an all time peak. And yet Will Durant can say, "Our educators are failing to produce educated men. There has been no decrease in political corruptions or crime, no visible rise in the intelligence of the people, no fruitfulness of leisure or dignity of peace to the soul."

SIR RICHARD LIVINGSTONE, Britain's most famous educationist, President of Corpus Christi College and Vice-Chancellor of Oxford University, very emphatically states that the older classical education, with all its weaknesses, was infinitely better than the one which is abroad today. It produced more and better educated men and women.

The story is told that a visitor from England, looking over the bleak moor and bog of the Scottish Highlands, turned to a Highland shepherd and said, "In God's name, what does this country produce?" The shepherd turned, solemnly removed his cap, and said, "Sir, In God's name it produces educated men." That was true of Scotland more than of any other country since Ancient Greece. And I would remind you that the best traditions of education in our Canadian life stem from that Scottish tradition, much of it rooted in humble Maritime homes, schools and universities. What about old Scotland and new Canada today?

2. A Failure to develop moral character. Dr. Henry C. Link, in his book, "The Return to Religion," says, "By far the most common vice among my clients (he is a psychiatrist) is one not generally thought of as such, namely, the vice of too much education." And he goes on to tell how experiments by psychologists show that modern education above the grade school does little or nothing to improve personality and character. Then in a humorous vein he quotes

a famous American leader as saying, "Well, I don't think a college education can do much harm to a young man of average intelligence."

There is an old saying "Knowledge is good. Wisdom is better. Character is best of all." Classical education recognized that truth. What advantage is there if we train a man in all the skills and make him clever, if he is only devilishly clever, and uses his skills and knowledge for evil ends? According to reports from Nuernberg during the trial of Nazi leaders, Herman Goering's Intelligence Quotient was "138 out of a possible 150." One writer added, "His prosecutors count it worthless without a conscience." To quote Dr. H. J. Cody, "The soul of improvement is the improvement of the soul."

JONATHAN SWIFT recognized this truth, and he tells us in "Gulliver's Travels" that in Lilliput the boys are bred up in the principles of honour, justice, courage, modesty, clemency, religion, and patriotism, "And that when choosing persons for any employment they had more regard to good morals than to great abilities." Education must have as its aim the good man, the man of excellence and integrity and sterling worth. A man must do more than come "to know" and "to do" he must come "to be." That is the intention of His Creator.

3. A Failure to inculcate a true sense of values. President Harper of Chicago University (of some years back) used to say to his incoming freshman class, "If a man has reached the age of 25 without a fairly good theory about life, or the age of 30 without a settled philosophy of life, no matter how much else he may know, he is an ignoramus." Exactly! Knowledge of facts without knowledge of values, knowledge of means without knowledge of ends, is futile—indeed worse than futile, dangerous. The modern man with knowledge

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EDUCATION IS NOT A FAILURE

bond more easily broken, and his children punished less often than was the habit of his forefathers. But this has been the complaint of disgruntled people since long before Augustine, or Cicero, or Jeremiah. Green spectacles were not invented yesterday.

When and Where Was the Golden Age?

Allied with the above unproven assumption, is the further one that the golden age of human excellence lies somewhere in the past and that the best we can hope for is to keep from slipping too far away from it. But when and where was the Golden Age? I find no unequivocal answer. Surely not in Old Egypt, with its poverty, cruelty, false gods, and wholesale slavery; surely not in the days of David and Solomon with their butchery, serfdom, and irreligion; surely not in the palmy days of either Greece or Rome with again universal slavery, flagrant vices, paganism, and political corruption. If anyone suggests the England of Queen Victoria surely he has not read Charles Dickens or Sidney Webb. I think this Golden Age is a pretty dream made up in kaleidoscopic fashion and viewed through a flux of imagination.

Classics Are For Mature Minds

As for the Classics as the foundation of modern education, surely this is not intended seriously. Even Sir Richard Livingstone does not advocate this for secondary education. He may think of it as of very great importance at the University level, or for certain types of adults, but not for adolescents. One brief quotation will set us straight on this. "The pressing problem is to give the masses of the nation some higher education, which will include that study of human ideals and achievements which we

call literature, history and politics, and that study of the material universe which we call science." "I am convinced that secondary or post-primary education can give little help in solving the problem and that it can only be solved by adult education." (1) Elsewhere Livingstone states categorically that secondary school students cannot, because of their immaturity and lack of life experiences, secure much but the very rudiments of literature, history, and politics. These topics he would reserve for adult education typified, shall we say, by the Folk Schools of Denmark.

(1) Livingstone, Sir Richard, *The Future of Education*, 1943, Cambridge University Press, p. VII, Preface.

NOW WHAT would become of our own secondary schools if the classics constituted the main bill of fare? Perhaps three per cent of our high school population would accept it eagerly. Another seven per cent would swallow it, coarsely masticated, and grudgingly. The remaining ninety per cent would leave school unfed, swollen with wind, exasperated, frustrated, branded with failure. What a pretty picture! And this in the face of a universal demand that our children be kept off the streets, out of factories, and that their personalities be made wholesome and strong. This is not to decry a study of the classics—the Bible, Plato, Aristotle, Shakespeare, Racine, Milton, Tolstoy, and the rest, but merely to suggest that they are food for select and mature minds.

Is Religious Teaching In Schools the Panacea?

And now we come to Religion in the public schools. On this point may I be permitted to refer to the President's Column in the February issue of the A.T.A. maga-

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THE FAILURE OF EDUCATION

of atomic energy or poison gas, but with no true sense of values or ends, is far more dangerous than the totally ignorant. And all around us we see knowledge of facts coupled with vulgarity, cheapness, dishonesty and crime. Our education is producing technicians by the thousands, but very few who love the True, the Good, and the Beautiful.

4. A Failure to broaden man's Humanity. There are two dangers prevalent. One is that education will cover such a miscellany of interests in an attempt to give pupils information in every sphere that it won't give them enough in any sphere, nor will it give them any idea of what knowledge really is. Such breadth impoverishes. The other danger is "a pernicious, anemic narrowness," as Sir R. Livingstone calls it. Alas, modern education is falling into both of these dangers—the one of superficial smatterings, the other of the deadly narrowness of specialization. All the time man is not growing in breadth of humanity—in vision and sympathy and understanding of his fellowmen, in a grasp of the sweep of history and man's struggles, in appreciation of the heights and grandeur to be seen in civilization's greatest men and women, in respect for the spirit of man and his deep and eternal quests. These can only come from a study of the classics, philosophy, history, literature, and religion, the things which should be the centre of all education, but which in our time are relegated to the circumference, if not abandoned.

5. A Failure to recognize man's spiritual nature. This is the very heart of the issue. Man is more than a creature related to a natural and a social order. He is a person related to a spiritual order. He is more than physical and intellectual and esthetic and moral and social, he is basically spiritual. It is this which raises him above the animal and makes him a

person. Consequently any education which ignores man's spiritual nature, no matter what else it deals with, fails fundamentally and tragically, and betrays man's essential need. The severest condemnation upon modern education is that it is secular, almost completely so, "bound within earth and time."

The recent Harvard report on education frankly declares "the importance of religious belief in the completely good life," and states that "the goals of education must largely include those of religious education." That is, education without regard for man's spiritual nature is not true education at all.

6. A Failure to teach and preserve the cultural basis of our Western civilization. Lord Elton, in "St. George and the Dragon," reminds us that we shall one day lose our Western democratic way of life if we continue to ignore the cultural heritage from which it sprang. And what is that cultural heritage? It is the Christian religion—a belief in the unity and righteousness of God to whom all men and nations are accountable; a belief in the dignity and equality of all men before God; a belief in truth, freedom, justice, honour, and goodwill. Lose this religious faith and soon our civilization will perish.

WALTER LIPPMAN, as was pointed out earlier, goes so far as to say that our modern education is destroying Western civilization, and if we are to save it we must at once reconsider all the underlying assumptions and the purposes of our prevailing education. To quote Sir Richard Livingstone again, Christianity is largely responsible for "creating the soul of Western civilization, forming the mind, and providing the requisite vitamins for its life-blood." But as we view modern education we are reminded of the story

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EDUCATION IS NOT A FAILURE zine wherein I set down some of the pro's and con's about religious teaching.

Comforting as it might be to share the assurance of Reverend MacQueen that religious teaching in the schools is the solvent of our social ills, I'm not at all certain that the verdict of history would support any such easy optimism. Even current evidence is not reassuring. Consider if you will the Church which has been buttressed for centuries by its schools. Possible the purely spiritual or creedal fruits of religious education have been invaluable, but evidences of social benefits are pitifully meagre. I have, for example, examined the statistics for juvenile delinquency, for commitments to jails and penitentiaries, but have yet failed to detect any denominational differences in representation. Would anyone anticipate any other picture from beer parlors, gambling dens, or houses of ill repute than that of relatively equal representation from all major religious denominations? I have yet to hear Spain or Italy mentioned as models of democracy, or idealism, or even of basic Christianity. Is it not true that Russia had for centuries religious teaching in her schools, yet for an atheistic nation where is her peer? Has not Germany traditionally taught religion, yet where else can one find intolerance and ferocity better exemplified? For the English picture one might read Alex Waugh, *The Loom of Youth*. In short, the burden of proof still rests with those who

contend for religious education in school programs. If indoctrination is the aim then immaturity is an asset. But if a free intellect is to be satisfied religion must stand with great literature, great art, and high political theory—food for mature minds. Nobility of character is created in action or wrought by contagion. Moralizing at its best induces boredom, at its worst hypocrisy. It is probably true that character is the creator of ideals rather than the creature.

IN THE above observations I have stressed only the innocuous effects of religious teaching in our schools. Some writers go far beyond this to point out its disastrous consequences which have already been sustained or may be anticipated. As a single illustration may I quote from Agnes E. Meyer. "So acute," she says, "has become the question of sectarian religious instruction in the U.S. public schools that the whole educational system may yet be torn asunder by the conflict." (2).

Let us be idealistic to the limit but let us not be fantastical. With so much material that is teachable and excellent and soundly spiritual available to the schools, let us not introduce material properly characterized as fissionable. Those who deplore atomic bombs above our heads ought not to advocate planting them also beneath our feet.

(2) Agnes E. Meyer—*Shall the Churches Invade the Schools?* The Reader's Digest, March, 1948, pp. 73 to 77.

"If you plan for one year, there is nothing better than to grow grain; if you plan for ten years, there is nothing better than to plant trees; if you plan for a lifetime, there is nothing better than to educate men."
—An unknown Chinese Philosopher, 500 B.C.—The Maniboba Teacher.

Some people think by infection, catching an opinion like a cold.—John Westgot.

Make it thy business to know thyself, which is the most difficult lesson in the world. — Miguel de Cervantes.

ENJOY THE CONVENTION?

From the diner window snow caps along the blue to westward. "Going south for Easter?" Quarter for the porter. The Palliser. "This way, madam." Tink! "Going up?"

Agenda. "Mr. President, I move—" "All in favor?" "1½ % times the pensionable years." "We'll finish by 10:30—maybe." Tink! "Going up?"

Flags. Sunshine. "Congratulations, Barbara Ann Scott." "There!" "Where?" "In the elevator." "Shucks!"

Sun Parlor blues. Agenda. Fraternal greetings. "Mr. President, I move—" Gavel taps. Handy new blue book, tells all. Badges too. Now we'll know who's who. "All in favor?" Tink! "Going down." "There!" "Where?" "Through the lobby." "Shucks!"

Southern hospitality—luncheon, dinner. "Hear the one about the teacher who—" "Flyers, ten-nothing." "It's adorable." "Don't we get any time for shopping?" AIR ARMADA TO ALASKA—a mad world, masters. Pride of Oklahoma U. Long and gorgeous, like Gary Cooper—smooth and gaggy like Bob Hope. "Welcome to Alberta." What a man!

Hotel bedroom. Sooty night air. Flowers. Tea for two and a once-over-lightly all round. Smoke puffs rising across the Neon glitter of First Street West. Huffing. Puffing.

Stinking hot crude oil. "Bo-o-o-ard!" And a long, long silence. Midnight. Blissful bathing. Privacy and white porcelain and smooth water green under a froth of Vel. Whoopee along the corridors. "Goodnight, ladies, we're going—" "Yes, but you don't go!" 3 a.m. More engines. Try the other pillow!

Tink! "Going down?" Breakfast in the coffee shop. Waffles over the way, mid-morning. "Point of order, Mr. President—" "I so move."

Long tables in the Crystal Room, sheet-covered. Not enough color. "Resolutions, Resolutions." "I move and Miss Gimby seconds—" "There, at the end—the black hat." "Carried unanimously."

"Ouch!—four dollars plus tip!" "Expense allowance." Ballots, more ballots. "1½ % times the pensionable years." "Will you let him teach what he believes or make him teach what he doesn't?" "No commitments on Provincial Salary Schedule." Telegrams to the Legislature. "All in favor?" "Move we adjourn." "There!" "Where?" "Into the taxi." "Shucks!"

Missing for the first time, the Founder, the tower of strength.

Dinner in the Ball Room. Are you wearing—? Ever hear a more rousing "O Canada?" Give a man a song he can sing—and how! Can't we all? "Take a card, lady?" What, no rabbits? But hula dancers—now we've seen everything! Sure. Open house. Room 1217. Well, come o-o-o-on in!

"Mr. President, I move—" Acclamations. Congratulations. Cameras. Handshakes. Dazzling plop. "Never mind; they'd never know you."

Tink! "Going down?" "Goodbye, goodbye." "See you at midsummer." "Bo-o-o-o-o-ard." Anyway, a box of Mrs. Bridgeman's chocolates to take home!

School again. Papers to mark. 11° below. Oh, to be in—! "Enjoy the convention?"
—M. G.

Excerpts from Spirit River School Division No. 47 Salary Schedule 1948-49

1. Basic Salary \$1500.
2. (a) For additional training \$60 per annum per full-term University Course as evaluated by Dean LaZerte, to a maximum of \$900 for a first Degree.
(b) A teacher holding a second Degree shall receive an additional \$150 per annum, providing that such Degree is an Alberta Degree or is evaluated as the equivalent of an Alberta Degree by Dean LaZerte.
3. For past experience \$100 per annum to a maximum of \$700, except as provided in clauses 4 and 5 of this agreement.
4. A teacher holding an Interim Certificate or Letter of Authority shall be paid only up to two increments for past experience.
5. A teacher re-entering the profession after an absence of five consecutive years or more shall receive no increments for past experience.
6. A principal shall be paid an additional \$100 per annum per room other than his own to a maximum of \$500, and a Vice-Principal shall be paid 50% of this amount.
7. A teacher being employed in the Division and the holder of a Permanent Certificate who successfully attends Summer School and returns to the Division to teach shall be paid an additional sum of \$50 during the ensuing School Year.
8. A teacher holding a Special Certificate in, and teaching, any subject required by the Board or the Department of Education shall

be paid an additional sum of \$60 per annum for a Senior Certificate or \$30 per annum for a Junior Certificate, providing such Certificate has not been credited as a course or courses per clause 2 of this agreement.

Effective September 1, 1948.

THE COMMON SCHOOL

The common school is the greatest discovery ever made by man. In two grand, characteristic attributes, it is supereminent over all others; first, in its universality—for it is capacious enough to receive and cherish in its parental bosom every child that comes into the world; and second, in the timeless of the aid it proffers—its early, seasonable supplies of counsel and guidance making security antedate danger. Other social organizations are curative and remedial; this is a preventive and an antidote; they come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them. Let the common school be expanded to its capabilities, let it be worked with the efficiency of which it is susceptible, and nine-tenths of the crimes in the penal code would become obsolete; the longer catalog of human ills would be abridged; property, life and character held by a stronger tenure; all rational hopes respecting the future brightened.—Horace Mann.

"Burned out, grammatical cinders" is the descriptive reference to some of his former teachers by the great Thomas Carlyle.—Wisconsin Journal of Education.

THE MODERN SCHOOL

By A. L. DOUCETTE, B.Sc., M.A.

Director, Calgary Branch, Faculty of Education

THE MODERN schoolroom provides every child with an opportunity to mix with other children and to share in carrying out significant tasks. It is the teacher's responsibility to see that every child has such experiences. The product of such a schoolroom should result in a type of person who is self-directed and cooperative.

Children in a modern classroom are anxious to learn how to live with other boys and girls. They learn about people and about the environment in which they live. They learn the difference between right and wrong. They see beautiful pictures and hear beautiful music. They learn to live together in school in a manner that compares with social living in the outside world. In fact the modern school is a miniature world community of youth who are learning to live and play together.

In the modern school, new ways of thinking and working are tried out. Mistakes in planning and in organization often occur but learning goes on nevertheless. Errors are corrected and re-planning and re-organization take place until a scheme is arrived at which works quite well. School planning changes continually because tasks vary from day to day and from week to week.

The modern school is a "try-out" school. Everyone is given an opportunity to suggest what might be tried and what might work. "Try-outs" are followed by necessary changes and finally ideas emerge which work. Such is the case whether teacher and youngsters are planning a skating party, a school party, a community rink, mothers' day at school, or how to keep arithmetic books neat and orderly.

IDEAS of right and wrong are arrived at by discussion, guidance, and action. Respect for older people is not a mere matter of preachment. It is not really difficult for youngsters to understand why they should not break telephone insulators with stones or with a .22 rifle. Moral behavior as concerned with right dealing, with kindness and sympathy, and with honorable living, under a system of proper guidance at home and at school is very real to young people. In a "try-out" school moral behavior consists of good-behavior-in-action. In fact, the test of any plan of action, be it in the social or the moral sphere, is whether or not it works in practice. Behavior standards cannot be bottled up and idealized "in vacuo".

Let us list certain criteria or tests of a modern classroom: 1. Does everyone have an opportunity to tell what he or she thinks? 2. Does everyone feel important in the school and its surroundings? 3. Is there an appreciation of the golden rule in action? 4. Is each student ready to listen to the ideas of others? 5. Are plans and ideas worked out jointly by teacher and pupils together? 6. Are all ideas considered worthwhile even though they do not work out exactly? 7. Is the work of teacher and pupils characterized by a "let's-work-this-out-together" technique rather than a "do-this" technique?

STUDENTS in a modern school study current events, work on problems and projects, relate their school studies to life in a real world of present living, engage in critical thinking, and experience self-direction and self-evaluation. About half the school day is spent on pro-

jects and half on skills related to arithmetic, language, arts, fine arts, social studies, and special science activities. In all student-reporting situations the teacher plans an important role in directing, correcting, organizing and in summing up. The school is run by a students' council and here too the teacher functions as advisor and counsellor.

The modern school recognizes the need for standards of performance in all work activities. There is a demand for good workmanship in all subjects including the fundamental ones. Careless or shoddy work is no more acceptable in a modern school than in modern farming, modern business or in modern trades.

The modern classroom atmosphere is pleasant and cheerful. The social climate is in marked contrast to the silent, drab, colorless classroom of old—the "knowledge-box" that was directed and controlled by a stern and autocratic task-master whose purpose was to train children in the devious and dubious pathways of a routine and monotonous curriculum.

MODERN education is democratic education. In a 1940 publication of the Educational Policies Commission* there are summed up several hallmarks of democratic

education, which are presented in condensed form below.

DEMOCRATIC EDUCATION CONCERNS ITSELF WITH THE FOLLOWING:

1. The welfare of all.
2. Justice and equal educational opportunity to all.
3. Respect for the basic freedoms.
4. Economic, political and social conditions needed for free living.
5. Sharing by community members in the determination of educational policy.
6. Democratic procedures in the classroom, in administration, and in all student affairs.
7. Respect for competence in positions of responsibility.
8. Every privilege entailing a corresponding duty, and an accounting to the group which granted the privilege.
9. Peaceful and orderly change.
10. The liberation and use of the intelligence of all.
11. Loyalty to democracy through an understanding and appreciation of its implications.

* Educational Policies Commission, *Learning the Ways of Democracy*. Washington, D.C.: National Education Association, 1940, pp. 35-39.

EDMONTON SALARY SCHEDULE

The schedule has been negotiated by the Salary Committees of the Board and of the Locals of the A.T.A. It has been approved by two of the three Locals and is to be presented for approval to the other Local and to the School Board. This schedule gives the teachers of Edmonton the highest average salary in Alberta, just under \$3,000. Of special interest to the teachers who endorse a single salary schedule is the increase in the allowance for each year of training to \$250 on maximum salary.

Main features of new schedule:

1. Lowest Salary\$1795
2. Highest salary 5840
3. Average increase over
1947\$450-500
4. Average salary now almost 3000
5. Allowances for each year of
training 175

For further details write to A.T.A. office or to:

Mr. R. K. Colter,
Chairman, Teachers'
Negotiating Committee,
Victoria High School,
Edmonton, Alberta.

NOTES and COMMENTS

● **Alberta is a wealthy Province** but neither Alberta nor any other State can ever become a great province with second-rate schools.

● **Under Section 293A** of The School Act many Municipal Governments have already asked the Department of Education, through the assistance of the Department of Municipal Affairs to reduce the requisition made by school boards upon their respective municipalities.

● **Hon. Ivan Casey's first formal address** as Minister of Education, was to the Annual General Meeting 1948. Ivan Casey's many friends among the Councillors were pleased with what he said as were those who heard Mr. Casey for the first time. Mr. Casey discussed some of the main details of the new pension plan.

● **Teachers suspect**, with good reason, that the motive behind 293A is simply to keep teachers' salaries down.

● **Mr. Henry E. Spencer**, President of the A.S.T.A. shook and shocked every Councillor at the A.G.M. when he told them about the newest straight-jacket for schools, allowing only a 10% stretch, being prepared by the Legislature.

● **The reaction of the Annual General Meeting** was violent and direct. First the Annual General Meeting got the details of Amendment 293A. Then hundreds of telegrams were sent to the members of the Legislature, protesting the unfairness of the restrictions and also of the tactics in bringing this Amendment before the Legislature without allowing any one of the interested groups a chance to give an opinion of the proposed Amendment. Mr. L. D. Hyndman, our solicitor, spent the afternoon and evening at the Legislature trying to convince the members that the proposed Amendment was unfair, unnecessary and unwise. The only con-

cession was to double the stretch that will be allowed in the straight-jacket—20% instead of 10%.

● **Dr. W. H. Swift**, Deputy Minister of Education, gave the Annual General Meeting information of interest to Councillors, with one exception.

● **Dean LaZerte**, Past President of the Alberta Teachers' Association presented the President, Dr. H. E. Smith, with a gavel as a souvenir of his year of office. The gavel was made under the direction of Mr. Jim Fowler, Principal of the Institute of Technology and Art.

● **Also present** at the Convention in their official capacities were Mr. A. L. Doucette, Mr. J. Fowler, Mr. R. Hennig, Mr. M. L. Watts and Mr. Munroe Macleod.

● **Pensions:** Dr. H. E. Smith, President of the Alberta Teachers' Association reported on behalf of the Pensions Committee. The Councillors listened with interest to the details of the new scheme. Only a few questions were raised. But many teachers throughout Alberta, who are close to 65 years of age, are feeling better than they have for years and they are sleeping better. Today, thanks to the new pension scheme, no teacher need dread his 65th birthday.

● **The Councillors to the Annual General Meeting** dealt with 11 reports and approximately 90 resolutions—listened to two addresses of welcome, five fraternal greetings, including one that ran on for over forty minutes, heard Dr. Harral give four inspiring addresses and other Councillors and Executive members speak at least once.

● **The Publicity the Annual General Meeting** got through the press was not as good as is usual in Calgary—perhaps because Barbara Ann Scott was in the city for the Dominion Skating Championships.

● **Dr. Stewart Harral**, Director of

Public Relations of the University of Oklahoma, spoke to the Councilors once on Monday, once on Wednesday and twice on Tuesday. He met with 16 individuals or groups in consultation, by appointment.

● **Public Relations and Educational Publicity** are two of our biggest problems in Alberta. Dr. Harral told us in a sensible practical way, how to sell good schools to the people of this Province. What every Local must do now is to put someone in charge of publicity, someone who knows how to get things done and at the same time every teacher should know about his responsibility in good public relations.

● **The new salary schedule** for Okotoks was published in the April issue of the Trustees' Magazine. It is not one of our best schedules.

● **Summer Session Notes**—Education 576 is being offered in the 1948 Summer Session as a result of a number of requests by post-graduate students, who are desirous of taking this course. It will cover advanced work in statistics, particularly with relation to design of experiments, texts of significance and validity and reliability of texts. It will also cover thoroughly the testing program in elementary and secondary schools, as well as intelligence, aptitude and personality testing. The course is scheduled from 4 o'clock to 6 o'clock, five afternoons a week.

● **All principals, supervisors and teachers** interested in the supervision of elementary school subjects are urged to consider the desirability of Education 322 and 328, courses designed to cover the psychology and supervision of Reading and Arithmetic respectively.

● **Teachers who were certificated** during the term with incomplete matriculation should note that English XII, Social Studies XII and Biology XII are being offered in the Summer Session to clear up these deficiencies. These courses cover the

material outlined in the Grade XII Course of Studies for these subjects. Final examinations in these units will be held at the conclusion of the Summer Session.

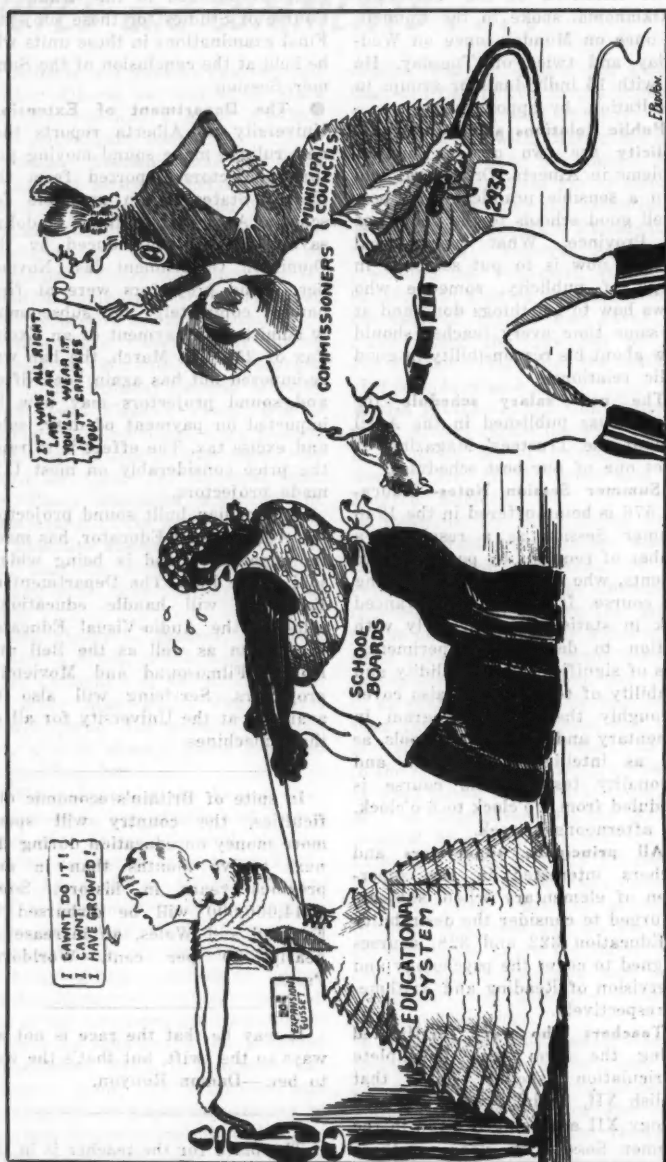
● **The Department of Extension**, University of Alberta reports that new rulings make sound moving picture projectors imported from the United States, again available for schools. As a part of the U.S. dollar saving program introduced by the Dominion Government last November, sound projectors were at first banned completely, and subsequently admitted on payment of an Excise Tax of 25%. In March, the ban was re-imposed but has again been lifted and sound projectors may now be imported on payment of duty, sales and excise tax. The effect is to raise the price considerably on most U.S. made projectors.

A Canadian built sound projector, the Audio-Visual Educator, has made its appearance and is being widely sold in the East. The Department of Extension will handle educational sales of the Audio-Visual Educator in Alberta as well as the Bell and Howell Filmosound and Moviemite projectors. Servicing will also be available at the University for all of these machines.

In spite of Britain's economic difficulties, the country will spend more money on education during the next twelve months than in any previous years in history. Some \$544,000,000 will be disbursed in England and Wales, an increase of nearly 20 per cent.—Worldover Press.

It may be that the race is not always to the swift, but that's the way to bet.—Damon Runyon.

The place for the teacher is in the firing line of civilization.



293A

By this Amendment to The School Act, increases in requisitions by school boards are restricted to 20% over the previous year, without regard to increases in assessment, increases in school population, increases in the cost of building, increases in the cost of living. When practically all restrictions have been removed from food, clothing and other items too numerous to mention, by the Dominion Government, our Provincial Government clamps a brake on raises in teachers' salaries through the Amendment. While teachers' salaries have been increased lately, they have never kept up with the increases in the cost-of-living.

"36. The said Act is further amended by adding immediately after section 293 thereof the following new section:

"293A. (1) In any case where the requisition made upon any municipality other than a city for any year exceeds the requisition of the preceding year by more than twenty per cent, the council of the municipality may by resolution, or in the case of an improvement district the Minister of Municipal Affairs may by order, if in the opinion of the council or the Minister of Municipal Affairs, as the case may be, the amount of the requisition is excessive, refer the requisition to a Commissioner to be appointed by the Lieutenant Governor in Council.

"(2) The Commissioner shall make an investigation and may hear such representations from the school division and the municipality or municipalities included wholly or in part in the division and may examine such records and documents as he may in his discretion deem proper.

"(3) The Commissioner may approve the requisition in which case he shall so notify the school division and the municipality; or he may direct that the requisitions upon the various municipalities included wholly or in part in the division as determined pursuant to subsection (1) of section 293 shall each be reduced by a percentage which he may determine and he shall notify the school division and the municipalities of his decision which shall be binding on the parties affected and there shall be no appeal therefrom."

The Recruitment and Selection of Teachers

AS LONG as there are fewer people entering the teaching profession than there are position to be filled, and as long as the authorities consider *that preparing a teacher of some kind for every school is more important than preparing and selecting teachers of high quality only*, the conditions of recruitment will

be of much more importance than those of the selection of teachers.

In the recruitment of teachers, however, there is a grave danger that the more obvious but less important phases of a recruiting program may be carried out and the less obvious but more important phases may be overlooked; partly because they are the more difficult. For instance, a method of recruitment that readily suggests itself is to have representatives of the profession, like Superintendents of Schools, or members of the teacher training staff set forth to Grade 12 classes, in as glowing terms as possible, the glorious opportunities of teaching as a profession, including its dignity and its possibilities for social service. Another not less obvious method is to prepare an attractive brochure on the noble vocation of teaching and distribute it to possible candidates for teaching. It may be possible, by these obvious methods, to induce a number to enter professional institutions for the training of teachers, but because the less obvious, though more fundamental factors in the recruitment have been neglected, the better graduates of our high schools move on into other professions or if they do become teachers they soon become disillusioned and seek other employment.

NOTES FROM B.C.

Cranbrook Tax Rate 48 Mills

CRANBROOK, B.C.— City tax rate in process of derivation of mill rate from estimates of various departments, will be 48 mills in 1948, compared to 38 mills in 1947.

The 48 mills is composed of 34 mills for school purposes, substantially higher than the 1947 rate of 21½ mills; eight mills for general city purposes, compared with nine mills in 1947; and six mills for debenture purposes, compared with 7½ mills for this purpose last year.

Minister of Education Scores Criticism of Educational Costs

The new Minister of Education, the Hon. W. T. Straith, in a one hour address at the opening session of the Easter Convention, soundly and impressively defended the rising cost of education in this Province.

"Education is not to blame for the sales tax," he stated emphatically and went on to show that although education costs have risen from \$2,500,000 to \$8,500,000 in the past nine years, they had increased only one per cent of the total government expenditure for the same period— 15.27 per cent to 16.34 per cent.

OBITUARY

Miss Marion Mackay, a former member of the Queen's Avenue School staff, died at Vancouver on April 27. Of her forty years service to the teaching profession, thirty-one were spent in Alberta.

Miss Gwen Richardson, a member of the Innisfail staff, died very suddenly on April 21.

EXTRACTS FROM "ROYAL COMMISSION ON TAXATION"

(Judge Report)

Part IX—Amendments to Statutes: School Act and School Taxation Act:

It is recommended that Section 292 of the School Act and Sections 27 and 28 of the School Taxation Act be amended by striking out the provision that an additional amount to be approved by the Minister, can be set aside as a reserve fund for future capital expenditures, in the budgets of school districts and school divisions.

Part X—Summary of Recommendations:

9. Provides for an additional school grant of \$1,650,000.

10. Provides for a total minimum school grant of \$6,850,000.
11. Provides that the additional grant of \$1,650,000 be distributed to school districts and school divisions, so as to approximate the support per pupil enrolled for each class of school district or school division as set out on page 67.
12. Provides for a committee to determine co-terminus boundaries for municipal districts and school divisions.
13. Provides for a survey of defective school buildings.

Others Like It Hot - - This Way

IF FOR various reasons children are unable to have adequate lunches at school, you may decide to prepare some simple dish in the classroom.

To be practical and fit into the rural program it must take the minimum of time and offer many opportunities for further teaching. You may desire proof that such a scheme will benefit the children. Aside from passing along what other teachers say about a hot lunch program at school, there is little concrete evidence to prove the actual benefits to health of such a program. However, such statements as the following are mentioned here because they have been made by teachers: children take longer to eat, enjoy their meal more, seem more rested for the afternoon session, show better attendance and progress and present less disciplinary problems. Aside from learning to work together, the children see the classroom as a lab



for practising the health rules. Thus, if Johnny has not washed his hands, he cannot prepare the soup for the class.

BEFORE you can really make a start, you will have to take stock of school and community resources. Since the real benefit is to be to the children, how about starting this

(Continued on Page 43)



Official Bulletin, Department of Education

No. 113

IMPORTANT ANNOUNCEMENT GRADE XII SUBJECTS AT SUMMER SCHOOL

To meet the needs of a large number of teachers who still have Grade XII deficiencies the Faculty of Education is offering Grade XII courses in English, Social Studies and Biology at this year's summer session beginning July 5th and ending August 13th (1948). Successful completion of these courses will be accepted by the Department of Education and the Faculty of Education for matriculation and the high school diploma.

These courses are designed for teachers who have not been able to register for courses leading to the Bachelor of Education degree, or the Senior Elementary and Intermediate Certificate, or the Junior Certificate for the High School, or the High School Certificate.

The attention of all teachers is drawn to the following offerings at Summer School, all of which are accepted for Grade XII credits, as indicated:

Summer School		Grade XII
Physics A	equivalent to	Physics 2
Chemistry A	" "	Chemistry 2
Latin A	" "	Latin 3
French A	" "	French 3
German A	" "	German 3
English		
Social Studies	} as explained above	
Biology		

Students who take the summer course in Mathematics A, however, are required to write the Departmental examination (June or

August) in Algebra 2 or Trigonometry and Analytical Geometry, or both, if they wish Grade XII standing in Mathematics.

Applications for the above courses should be directed to Dr. M. E. LaZerte, Dean of the Faculty of Education, Edmonton, or to Mr. G. M. Dunlop, Director of the Summer Session, Faculty of Education, Edmonton. Applications should be made immediately. The period for receiving applications has been extended, especially to accommodate teachers who are desirous of taking these courses to clear their matriculation deficiencies.

AUDIO-VISUAL AIDS

Three French films in the Audio-Visual Branch library will give teachers of French an opportunity of enlivening their French classes and of teaching French as a spoken language. They are:

T-320 French "U"—A native Frenchman teaches a class of English-speaking boys and girls of high school age how to pronounce the French "U". Repetition and practice is used until a very decided improvement can be noticed in their pronunciation of this vowel.

T-258 Le Gare—This is the conversation of a native Frenchman, his twelve year old daughter, and a porter at a railway station in France. The French script has been transcribed by Miss McLaggan of Garneau High School and will be circulated with the film.

T-451 Les Canaux—Like the other two films described above, this film has been designed to help students

to learn to speak the French language. It is one of the best films we have seen for that purpose. The conversation is carefully chosen. Basic phrases and sentences from it appear on the screen. The speaking is at intervals throughout the film, allowing time for the student to gather his wits before the conversation gets beyond him and also for the teacher to interpolate with assistance if that is desired. Miss McLaggan has also transcribed the conversation for this film. It will be circulated with the film and should assist in making the use of it effective in the classroom.

NEWS BULLETINS

Recently the Faculty of Education, University of Alberta has been sending News Bulletins to the principals and teachers of High Schools. In addition to carrying items of general interest to educationists these bulletins contain material that should appeal to high school students. It is hoped that they will create an interest in study on the university level including the courses offered by the Faculty of Education.

It is requested that principals and teachers bring these bulletins to the attention of their students and give due consideration to the teaching profession when discussing the various lines of activity that young people may follow on leaving high school.

UNIT TESTS, Grades X and XI

Unit Tests for Chemistry 1 and Geometry 1 are now available at the School-Book Branch at the following rates:

Test Booklet (5 Unit Tests)	
for Chemistry 1,	
per booklet	25c
Test Booklet (5 Unit Tests)	
for Geometry 1,	
per booklet	30c
Keys for Unit Tests in	
Chemistry 1—per set	20c
Keys for Unit Tests in	
Geometry 1—per set	20c

MAY, 1948

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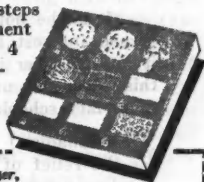


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GRADE IX EXAMINATIONS

Teachers of Grade IX are hereby advised that it will be unnecessary for them to submit students' marks in Reading on the Grade IX Record

Cards or on the Principal's Confidential Report, both of which are regularly submitted each year to the Examinations Branch.

The following letter recently received by the Minister of Education concerns an organization which appears to provide a dependable method of sending standardized packages costing \$10.00 apiece to designated persons in the European relief area. Those schools or classes who wish to send packages should write to the address indicated in the letterhead for further information.

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Telephone 2-9657

President:

MURRAY D. LINCOLN,
CO-OPERATIVE LEAGUE, U.S.A.

BREEN MELVIN,
Canadian Representative

General Manager:

PAUL COMLY FRENCH.

March 12, 1948.

The Minister of Education,
Parliament Buildings,
EDMONTON, Alberta.

Dear Sir:

It is the hope of (Canadian) CARE to promote a more widespread interest amongst educational organizations in the services it has to offer in sending aid to the needy people of Europe; in this case, the needy students and staffs of the elementary and secondary schools.

(Canadian) CARE does not conflict with any other agency for the relief of Europe. Nor is it a collection agency. It offers a unique means whereby individuals or groups may provide for the alleviation of suffering at a minimum of effort and cost and guarantees delivery of the aid despatched.

Because we believe that CARE has an efficient service to offer to the schools of Canada, we are writing to you as Minister of Education for Alberta in order to ask if you will be kind enough to bring (Canadian) CARE to the attention of the school inspectors and principals within your jurisdiction. . . .

Yours sincerely,

J. K. ARNOLD,
Public Relations.

LETTERS

WERE YOU FORCED TO SIGN TWO CONTRACTS?

(One for May and June 1948,
One for September 1948)

READ THIS STATEMENT

McLeod Building,
Edmonton, Alberta.
May 3, 1948.

E. C. Ansley, Esq.,
General Secretary-Treasurer,
Alberta Teachers' Association,
Imperial Bank Building,
EDMONTON, Alberta.

Re: Teachers' Engagements.

Dear Mr. Ansley:

We are instructed by you that certain School Boards are engaging new teachers recently graduated from the Faculty of Education, under what purport to be two contracts—the first being to teach from the present time until June 30th, 1948, and the second being for the school year beginning September 1st, 1948. Moreover, we understand these teachers are taking the place of "sitters" and therefore are not "substitutes" or "temporary" teachers within the meaning of Section 166 of The School Act.

Being teachers regularly engaged in the ordinary sense, they must be accredited the full rights of teachers.

Section 166 (4) of the Act provides that every engagement of a teacher (except in the case of a substitute or temporary teacher) shall continue in force from year to year unless the teacher's certificate is suspended or cancelled.

Section 167 of the Act deals with the manner in which a Board or a teacher may terminate an engagement. Each must give thirty days notice but no notice may be given by a Board (without the approval of the Minister of Education) unless the Board gives notice taking effect in July. To give notice effective in

July, the Board must give notice on or before June 20th.

The teacher may give the Board notice without the Minister's approval, effective in either July or August, but if it is a notice effective in August, it must be given on or before July 20th.

If a teacher receives proper notice and disputes it or disagrees with it, he has the right to appeal to the Board of Reference set up by the Act. The Board of Reference is usually a District Court Judge, who hears disputes in the summertime. The Act provides that a School Board must be able to show certain very good reasons why the teacher's engagement was terminated. Failure of the Trustees to convince the Board of Reference results in the reinstatement of the teacher.

In 1947 the Legislature amended Section 167 (dealing with notice of termination) by adding a third Sub-Section which provides that no notice of termination of an engagement entered into before July 20th, under which no service is to be rendered until after July 20th, may be given by either party before July 20th (except with the Minister's consent).

This resume of certain Sections of the Statute is not exhaustive and before acting upon any of them, precise details should be obtained from the General Secretary of the Alberta Teachers' Association.

From the foregoing, it is apparent that the intent of the Statute is to provide a certain degree of security to the teacher once an engagement has been entered into and yet to enable the teacher to terminate on proper notice in July or August.

The first engagement is obviously one which is carried forward from year to year without a new arrangement being made.

It is, therefore, clearly against the spirit of the Act for a School Board to enter into two contracts with a teacher, one being for, say, May and June, and the other commencing in September.

While there has been no judicial decision on the proper interpretation of Section 167 (3) in its relation to the other provisions of the Act, and it is therefore impossible to point to any actual authority, nevertheless, in our view the better opinion is that in fact two contracts will not be recognized.

Engagement involving commencement of work in May or June must become the sole contract and the other can be disregarded. If this be true, as we believe would be the ultimate interpretation of the combined effect of these parts of the Statute applied to such a state of facts, the teacher may terminate the engagement of the first contract by proper notice given in June or July, and thereafter need not report for duty on September 1st but instead may seek engagement with another School Board.

However, that Board which has given the teacher employment commencing in May or June, cannot give effective notice of termination if the teacher disagrees unless the Board can establish its case within Section 171 (6), and show a Board of Reference that there exists some one or more very good reasons why

the teacher should be dismissed. This series of reasons is set forth in said Sub-Section.

Briefly in conclusion, therefore, we say that in our opinion, if a teacher has entered into two such contracts he may, by proper notice, terminate the engagement in July or August this year and need not teach for his employer Board in the school year commencing next September, because the purported second contract is not an effective contract.

Yours truly,
FIELD & HYNDMAN.
Per: L. D. Hyndman.

To the Editor:

I noticed with a great deal of interest in the February edition of the A.T.A. Magazine an article under the heading, "Religious Education, Bible Education," written by the President of the A.T.A. I drew the conclusion from this article that it was written as a result of the discussions and resolutions (which the President of the Alberta Teachers' Association terms "vague and ambiguous") at the annual convention of the Alberta School Trustees' Association at Calgary last November.

Dr. Smith advances some pros and cons on his subject for the guidance of his readers to the intent that they may be able to take an intelligent stand for or against the introduction of this subject in our schools. The writer then concludes his article.

The abrupt ending left me, as a citizen and parent to say the least, at sea. I doubt very much if the readers are interested at this time in pros and cons because these have existed from the beginning of time and are therefore not important. What, to the reader, would be important is what does Dr. Smith think? As one of the foremost educators of this Province, is he or is he not in favour of teaching the ethics of Christianity in our schools. What

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stand will he take when resolution No. 27, published in the March issue of the A.T.A. Magazine, is voted on at the Annual General Meeting during Easter week?

Before he speaks or votes on this resolution, may I ask him to be guided in his actions in the light of Psalm 33, verse 12: "Blessed is the nation whose God is the Lord; and the people whom He hath chosen for His own inheritance," and Isaiah 60, verse 12: "For the nation and kingdom that will not serve Thee shall perish; yea those nations shall be utterly wasted," to decide between Christ and chaos, and to remember that the very children affected by his stand are the men and women who in the very near future will be called upon to solve the great and many problems of this our Canadian Christian democracy.

May 1 in conclusion point to the Province of Ontario, whose compromise programme is neither thin nor anaemic, and its attempt to mediate conflicting credal convictions has precipitated no open animosity or conflict, as suggested as a point against Bible education in our Alberta schools.

C. K. MAST, Chairman,
Barrhead S.D. No. 59,
Member of Executive
Alberta School Trustees'
Association.

Note—"Programme for Religious Education in the Public Schools (in Ontario) 1944," Teachers' Manual.

THAT BOGEY JUVENILE DELINQUENCY

To the Editor:

The Canada Year Book always fascinates me. As an antidote to unfounded misapprehension and propagandist pressures it can be highly commended.

For example, how often do we hear people talking with a note of panic about the dreadful increase in juvenile delinquency. Turn to page

255 of the 1947 C.Y.B. for the facts. Here is an abridgement of the table: "Convictions of Juveniles for Major Offences . . . 1922-1945".

Total Juvenile Convictions for Major

Offences in Canada

Per 100,000 Population

1922	46
1924	51
1926	54
1928	51
1930	55
1932	49
1934	49
1936	45
1938	45
1940	47
1942	60
1944	55
1945	47

Offences covered in the above table include assault, breaking and entering, theft, destructiveness, forging cheques and other offences

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in every walk
of life since
1817 . . .

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of criminal type or tendency. The table does not include cycling on sidewalk, cycling without lights after dark, or similar offences in which the severity and efficiency of the police tends to vary from year to year.

I would submit, sir, that the constancy of these figures during such a period of boom, depression and war is evidence of a very wholesome stabilizing influence exercised by the schools throughout the years.

By all means let us combat juvenile delinquency—but let us not be despondent in the light of the facts.

Yours,

A. J. H. POWELL.

McCauley School, Edmonton.

NOTICE

No general school holiday is being declared on June 7, the day proclaimed for the celebration of the birthday of His Majesty the King. Under the provisions of The School Act any school board may declare it to be a holiday with respect to the schools under its jurisdiction. The question as to whether or not the day will be observed by the schools will be left to local determination.

W. H. SWIFT,
Deputy Minister.

Elections of District Representative for Northwestern Alberta Constituency

Nominations for the position of District Representative on the Provincial Executive closed on May 8. At this date only one nomination had been received by the General Secretary, that of Mr. F. C. Toews, Halcourt.

Yesterday, the battlegrounds of freedom were in the streets, in the fields,, on the beaches, in the mountain passes, on the snow-capped mountains, in the trees, in the fox-holes, in the trackless jungles, in the seas, in the skies—all over the world. Today, the battlegrounds of freedom are in the schools, the churches, the homes, the places of business, in our cars, on the sidewalks, in our clubs, at our shows in our night clubs—wherever we are at the time we are there. As we learn to live together as free men in the smaller everyday affairs of life, we will build the kind of country of our dreams. We can have the kind of community, the kind of city, and the kind of world we are willing to build day in and day out as we live together.—Alexander J. Stoddard.

“He was at that awkward stage when his vice was changing.”—E.N. National Education.

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THE FAILURE OF EDUCATION

Continued from Page 16)

in "Alice in Wonderland" of the cat which disappeared and left its grin behind. That is about all we have left in the Christian cultus in education today, and at the rate we are going that too will soon vanish.

These then are the points on which we accuse modern education of failing. It has our children and young people five or six hours a day, five days a week, for forty weeks a year. That's a lot of time. And if education is failing on these major points, nothing very praiseworthy can be said for it. As parents and Christian citizens we must demand a radical change and early results.

B

Where then is the trouble? Can we be specific and clear on this? Let me resort to Lewis Carroll's whimsical description of "For School in the Sea" in "Alice in Wonderland." There the mock turtle says that Arithmetic includes Ambition, Distraction, Uglification and Derision. I hope you won't think me unkind when I say that here we have a fair description of much modern education. Look closely.

1. Ambition. Modern education is utilitarian or practical—"useful!" Its primary business is to help young people to earn a comfortable, if not affluent living. Hence the so-called "useful pursuits," engineering, commerce, science, agriculture, dentistry, medicine, law, are crowded, while those of teaching or the ministry are empty. (Canada was short 7276 teachers in 1947 in public education) I am not recrying the "practical" professions they can contribute mightily to human welfare, but in the last analysis they do not deal with man's basic problems. Bodily health, comforts, better homes and roads and bridges are all fine, but man's deepest needs are of a different sort.

Mark Van Doren reminds us that the first and most practical thing a doctor, lawyer, engineer, etc., has to be is a person. That, my friends, demands more than vocational training and skill.

WILLIAM R. WEBB, a famous Tennessee Schoolmaster, was invited to speak at a conference at Ponoka College on "The Place of Humanities in Education." The man who preceded him didn't think much of the humanities and emphasized the importance of practical education. "What we need is practical, down-to-earth courses," he said. "What I want my son to know how to do, for example, is to milk a cow." "That is a very good idea" said Webb, when his turn came. "A very good idea. I want my son to be able to milk a cow, but I'd also like him able to do some things that a calf can't do better!"

2. Distraction. Modern education is plagued with distraction. We call it specialization, but what it often results in is distraction from life and knowledge and great values in an obsession with one tiny fragment or fraction. Majoring in fragments and fractions is not education at all. True education must have as its aim "to see life steadily and to see it whole"—not to be distracted from life and its purpose and dignity by obsession with a minute corner of something or other.

This does not mean that there is no proper and legitimate place for specialization in education. Specialization is necessary if we are ever to get a grasp of what knowledge is, and to find delight in it. Specialization is also necessary to master, depth, and skill. A Jack-of-all-trades is a master of none. And a person who knows a little bit about a great many subjects is not as well educated as a person who knows a great deal about one or two subjects. But the dangers we face today are a deadly

narrowness, and the substitution of technical efficiency for education.

3. Uglification. Utilitarian education is interested in utility not beauty. No wonder then that the effect is often to uglify rather than to beautify.

PERHAPS NO one has pointed this out more clearly than Sinclair Lewis in his novels. In "Dodsworth" we have Mr. Dodsworth declaring that there is "more art in a nice shiny sparkplug than in all the Venuses de Milo ever created." And in "Babbitt" Mr. B. says to his son who is learning Shakespeare, it would "be a good deal better if you took Business English, and learned how to write an ad, or letters that would pull."

4. Derision. Much modern "liberal" education is characterized by an indiscriminate debunking of everything older than the latest skirt length, jazz tune, or car model; an intellectual scorn and high browism towards all values, ideals and standards of the "old man" or the "old woman" or the "fuzzy old preacher." And this new cogmatism has become more rigid, blinder and narrower, than any dogmatism which it condemns. We admit that there is a place for scorn in education, and a place for poking ridicule at a lot of the sacred cows of tradition. But, as Carlyle said, "Contempt is a dangerous element to sport in; a deadly one if we habitually live in it." When everything becomes the butt of smart and cynical remarks then contempt has become chronic, and deadly. H. L. Mencken is not an example of the educated man!

LEWIS CARROLL cleverly adds to his tale "For the School in the Sea" that the way to study is to do lessons ten hours the first day, nine the next day, eight the next, etc. That's the reason they're called lessons, he says, because they lessen

from day to day. And I fear the net result of much modern education is to lessen—to lessen the man and the woman, lessen their mental spontaneity and sense of values, lessen their moral and spiritual fibre, lessen their faith in the Christian way of life, and lessen the chance for world peace and salvation.

C

In closing may I present the following positive suggestions?

1. We must reconsider the aims and purposes of true education. These are not only to impart facts, develop thinking powers, prepare one to make a living, but also to develop moral character, to inculcate a proper sense of values, to broaden one's humanity, to prepare one to live worthily and spiritually, and to preserve the basic values, ideals and faiths underlying our civilization.

2. We must face clearly the limitations in our present prevailing education. If so, we shall, I believe, see that education based on the natural and social sciences alone is woefully inadequate, no matter what temporal (and temporary) blessings it may give us. This kind of education can tell us nothing about the ends and purposes and values of life, it doesn't touch the realm from which motives and interests and drives proceed, the spirit of man, and thus it is not its own master but simply a tool in the hands of others. It can do nothing to raise man above the savage, though it can, however, equip him to be a far more terrible and destructive savage than history has yet known. Only an education which includes humanities such as literature, art, philosophy, history, morals and religion can meet our need.

3. We who profess religion, particularly Protestants, had better get busy and do a worthy job of teaching our children the faith which we have received. The situation is critical. The time is passing. We have a paideia, or way of nurture, which must be

taught. We must teach it in our homes, they come first and are most important, then in our Churches and Sunday Schools, and then by some method or other in the public schools. This means that we as parents had better take our responsibility more seriously. It means that we as Christians must overhaul and revamp our whole religious education system—and instead of teaching silly, unimportant things like coloring trees and snowmen, making Valentine cards, tying knots, etc., use the few sacred hours we have the girls and boys to teach them religion, the Bible, our faith. The puerile fad of "teaching basket-weaving (or folk-dancing or sign-drawing) as a means of bringing in the Kingdom of Heaven" should have by now proved its shame.

And we as citizens must somehow get together, representing both education and the various religious bodies, and chart a course for religious instruction in the public school system, to do something to stem the tide of religious illiteracy and train our children in the faith on which our civilization rests. Who knows, the day might come when they would be more familiar with Jesus, Paul and Augustine than with Caesar, Hannibal and Napoleon; with Francis of Assisi, Savonarola and John Wesley than Robespierre, Nelson and Wellington; with the holy prophets of Israel than with the lusty kings of Italy; with the rise of the Christian

Church than with the fall of the Roman Empire; with the first and greatest commandment of love to God and one's neighbour than with the second law of thermo-dynamics; with "the things that make for peace" and justice and brotherhood than with the things that make for war, injustice and inhumanity. The hour is late. The warning is plain—"To be carnally minded is death; but to be spiritually minded is life and peace."

Flora Paine Hopf recommends that all report cards in the elementary grades be abolished and a system of personal contact conferences substituted for them. "Sets of papers on which no names have been written might be prepared for exhibits. A system of numbering might be used so the teacher could easily withdraw the proper set for comparison. Parents will learn a great deal about their child's position in the group by the inspection and comparison of these sets. I believe the average parent would welcome this procedure, for there would be the evidence of his child's accomplishment."—NEA Journal.

Very few people find life worth living, but many make it so through some interior creative attitude, which they take out into everyday life. —A.G.M., 1948; Dr. Stewart Harral.

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TEACHING IN THE NORTH

BY CHRISTINE VAN DER MARK

For the Alberta Educational Council

I AM going to speak on teaching in the North. By "North" I mean the isolated districts on the frontiers in the Northern parts of our province which are little known, really, and which have a great need for good teachers.

In the past it was often argued that children in these districts could not appreciate education particularly; and that it was a thankless task to spend time and energy on them when one knew that in a few years these same children would be growing up to be loggers, fishers, trappers, in the bush, forgetting all they had ever learned in school. But today, conditions are rapidly changing. New land is being opened up; highways are penetrating the lonely wilderness, taking our fast-moving world and its ways into the country of the Indian and the half-breed, the lone pioneer or trapper.

♦ ♦ ♦

The result of our present-day movement into the North is that the children growing up there have an increasing need for education. As things stand, many of these children do not even speak English, or if they do, they can scarcely read or understand the most simple arithmetic even at the school-leaving age. Furthermore, their knowledge of other lines in our complicated world is pathetically lacking.

With the rapid growth of our Province, these same young people will shortly be at a tragic disadvantage. A whole generation of them will be left to struggle in an environment that will become more and more advanced and strange to them; and they will be hopelessly ill-equipped to cope with the situation. Good teachers are, of course, needed every-

where, but it seems to me that they are needed particularly in these Northern regions where the children sometimes have no background or encouragement, and often no conception of what the outside world is like, though that same world is so swiftly advancing upon them.

THE difficulty in finding instruction for these children lies in the hardships that teachers have to endure. These schools are far away from home and comfort. They are isolated from larger centres, and the prospect of teaching in them might seem a lonely one. It is true that to go into the North with purely selfish motives would prove frustrating indeed; but for anyone of independent mind, with a real interest in people, and an adventurous spirit (which might otherwise be cramped in a conventional life) the North affords rich compensations.

In these faraway places, a teacher who shows interest and sympathy for the children, is made welcome and taken into the heart of the community. Speaking for myself, I remember one Northern school where the hospitality was really heart-warming. News of a teacher's coming had mysteriously preceded me when I was still on my way by wagon and tractor on the muddy road. Very soon lines of washing appeared in the little native village. The Hudson's Bay was besieged by children purchasing new brightly-colored socks, and each little girl of school age was busy curling her hair. The women had scrubbed every inch of the teacher's age, and evidence of their thoughtfulness for my comfort was everywhere apparent in the little log shack.

When I visited the homes in the weeks that followed, I found I could scarcely leave without some contribution from the busy woman of the household. A bag of vegetables, a slab of fresh cake, some newly-made bread, a pie still warm from the oven; in these kindly gifts, they strove to show their appreciation for having a teacher in a school that often stood empty for months at a time.

FAR away as these schools are, and many of them having been neglected, they provide an untouched ground for the teacher. It is wonderful to go into a school where nothing has been done before, as everything you suggest is then new and interesting. I have found children who had never even heard the song "Three Blind Mice" or "John Brown's Body," or a multitude of other things that are familiar enough to be boring to your pupils outside. But in the wilderness, the children are more likely to be unsophisticated and simple, easily pleased. They are as intelligent as children anywhere, and as interesting.

♦ ♦ ♦

The diversions of a teacher in this type of district are of course bound to be different from those he or she would have in a more settled place, but they may be all the more interesting. The radio brings news, instructions, music, drama. I know that sounds commonplace, but when you come to think of it, few people in a busy city life really listen to their radios. So often the radio becomes merely a background. The same thing applies to books and to good magazines. Educated people in isolation are often far better informed than those with every advantage at hand. It is an informal life, and every opportunity is taken to make the most of simple pleasures. Few of us realize how beautiful our country is, and in the North, so much of it is untouched as yet.

I would not try to minimize the hardships of this life of teaching in the North. But I should like to say again: it has rich compensations. One need not contemplate going there forever; but even in a couple of years, a really good teacher could bring light and help to these children who so greatly need it.

TEACHERS' TAKE HOME PAY

Are teachers getting any better salaries than heretofore?

In 1907-8, after two years' college and one year's experience, F. received a salary of £80 a year, tax free, as principal of a rural school. This sum is 1,600 shillings, and out west dollars are equivalent to shillings. After more than twenty years' experience, last year F. received \$1,430 after tax deductions. F. paid \$120 a year for a poor furnished two-roomed shack. In 1908 F. paid 200 shillings for a good six-roomed furnished teacherage. Coal cost \$9.50 a ton last winter, whereas in 1908 1½ shillings bought 1 cwt. (that is

\$22 a ton). Milk in 1908 was ¼ shilling (that is 25c a quart). Shoes that would wear well for three years cost 10 shillings, and today \$10 buys a poorer pair. As for holidays, at the dollar-shilling valuation, if F. could manage to save 60 shillings, it meant a six-eight days Paris Easter tour—all found—so today would \$60.00 manage a Banff Easter vacation. Such is progress!

But in 1908 teachers did not have to put 1/10 of their salary on endless summer schools, nor pay from their own pockets postage, stationery, study helps, occupational supplies, etc., etc., for their rural scholars.

THE GEOGRAPHICAL MAGAZINE

THE Geographical Magazine of London, England, has published several fully illustrated articles on art, such as "The Canadian Artist and the Canadian Landscape," "Paul Kane in Western Canada," "Art and Environment in Australia," "Van Gogh and Provence," "Gauguin in the South Seas," "Constable's England," etc.

There is also a current series, "Animals in Art," showing how animals have been depicted by artists at different periods in different places, such as the Prehistoric, the South African Bushman, Greek, Roman and Egyptian, etc. Another series, also current, is on British Artists abroad, beginning with the draughtsmen who accompanied Capt. Cook; through artists in China and India, up to the present day.

The Magazine's public object is further fulfilled by the fact that one half of all its profits is assigned to a Fund for the Promotion of Geographical Knowledge, administered by a Board of Trustees, whose chairman is the President of the Royal Geographical Society. Since the war some \$18,000 have been placed at the disposal of the Trustees, who have a completely free hand in making grants to persons of any nationality in any part of the world.

—H. G. GLYDE.

Lost, somewhere between sunrise
and sunset,
Two golden hours, each set with
sixty diamond minutes,
No reward is offered,
For they are gone forever.



IN THE MAY ISSUE—

JAN MAYEN ISLAND—colour-photographs from the Oxford University Exploration Club's 1947 expedition to this Arctic bird isle, with an article by the leader, A. J. Marshall.

ECHOES OF ARCHANGEL—an account of Russia's great Arctic seaport, with paintings by a British sailor-artist, reproduced in full colour.

SOUTH-WEST ARABIA—eight striking photographic studies of people and places, taken recently by Wilfred Thesiger, D.S.O., in country hitherto unexplored.

GOLCONDA—ancient fortress and treasure-house of Hyderabad, India's largest independent State.

CRANFORD REVISITED—the scene of Mrs. Gaskell's novels as the visitor finds it today.

CHINESE TOYS—street-vendors of China and what they sell to the children.

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Trends in Elementary Curriculum Planning

By DELIA E. KIBBE

Reprinted from *The Education Digest*, October, 1947

SURVEYING curriculum trends in 17 states, a committee from the State Directors of Elementary Education has analyzed state practices. All of the trends listed, as well as the committee's tentative recommendations, are discussed here.

TRENDS

1. *All of the states reporting showed a marked trend toward stimulating and guiding statewide curriculum practices instead of prescribing rigid courses of study.* This does not mean a lessening of responsibility and activity on the part of state departments, but rather that the function of the state department has become one of leadership and guidance. Vigorous programs of curriculum development are in process, affecting work in the classrooms more significantly than the prescribed course of study, made remote from the field, can possibly do. State departments are:

a) Stimulating local communities to think through the goals of education.

b) Helping them to study the nature and needs of children and to use local resources and other materials of learning.

c) Helping to find appropriate means to evaluate the effectiveness of the curriculum.

d) Through conferences, workshops, printed guides, and other ways serving as a means of gathering together and disseminating the best thinking and practices found in and out of the state.

2. *There is a trend toward participation in planning by all who are affected by the planning.* State councils and committees have been organized to facilitate wide participation.

Some states include lay members on the central committee or have lay advisory councils working with the curriculum councils. Florida, for instance, has a citizens' committee on education which is authorized to inaugurate and conduct a comprehensive study of education in Florida and recommend action.

STATE departments are sponsoring workshops and work conferences to make it possible for many people to make significant contributions. These workshops are often carried on in cooperation with teacher-training institutions, sometimes on campus, sometimes in counties or local communities where they are easy of access and can use local schools and communities as laboratories. Two states report preschool and post-school conferences of one week each, with teachers on pay. Often these conferences are part of an inservice program.

Departments of education are facilitating wide participation in curriculum planning by providing time and money. In some states the legislatures are budgeting some money specifically for curriculum development. Florida, for example, has been provided with a scholarship fund sufficient to permit one-fourth of the teachers of the state to be in summer school each summer.

3. *There is a trend toward basing curriculum programs on known facts of child development.* State bulletins attempt to suggest programs based on child-study findings. In New Jersey an effort has been made to suggest a total program for each age group based on the known facts re-

garding its development. The program is broadly, though concretely described, leaving to the local schools the task of adapting it to the needs and experiences of their particular children.

STATE bulletins are promoting the principle that effective learning is based on experience. They are recognizing that rates of development differ and they therefore discourage fixed standards of attainment for each grade.

Some states are recognizing the need for providing for continuous, uninterrupted development and are planning curriculums that are continuous from kindergarten through high school. Georgia includes the preschool and adult levels as well.

If teachers are to help build programs in harmony with the facts of child development, they must themselves become, in a modest way, child-study specialists. Workshops in several states emphasize or center around child development. Specialists are used as workshop consultants and on curriculum committees. Two years ago Maryland procured Dr. Daniel A. Prescott and his staff from the Collaboration Center on Child Growth and Development, University of Chicago, as consultants for a three-year program. Persons selected from each county met with the consultants several days at the beginning of the first year, then returned to their counties and organized study groups. They met twice again to evaluate their work and to get further instructions. Last summer the counties paid the expenses of 20 persons to the six-week workshop on human growth and development at the University of Chicago. These people became resource persons in the program.

4. *There is a trend toward searching for evaluation procedures which are an integral part of the learning process and which are sufficiently broad.* Reports indicate that, while

considerable progress has been made in eliminating negative devices, states are only beginning to progress toward a positive program.

5. *There is a trend toward administrative procedures which contribute to effective curriculum planning.* Enlarging the administrative unit, equalizing educational opportunity by increased state aid, planning school buildings, suited to the curriculum, more and improved materials and services all are reported as making possible better curriculum programs.

6. *There is a trend toward cooperation in working on problems of curriculum development on a regional and national basis.* Among the projects which are nationwide in scope are those of the Association of Chief State School Officers, the American Council on Teacher Education, and the American Council on Education.

RECOMMENDATIONS BASED ON STUDY OF TRENDS

1. The committee recommends that means be sought "to assure that all teachers have a significant part in statewide programs of curriculum development." It suggests particularly that there be well-organized curriculum workshops so located that they are available without cost to all teachers.

2. The committee recommends that all people who are affected by the curriculum should share in planning it and strongly urges the cooperative activity of preservice and inservice groups in curriculum-development programs. Not only should teacher-training staffs participate in planning field programs, but inservice groups should help in the development of the teacher-training curriculum. To study the function of laymen in curriculum development, the committee suggests such questions as these: (a) What does community participation in education involve? (b) What ends are to be sought through this

participation? (c) In what areas can laymen participate dynamically? (d) By what specific means can this participation be secured?

3. As state departments release teachers from rigidly prescribed courses of study, state bulletins should be made increasingly useful. Curriculum centers should be located within easy reach of all teachers, with mobile units for remote areas.

4. The committee recommends that means be continuously sought to implement the finding of child study in

the curriculum program. It believes that unless classroom teachers are helped to understand children, little progress will be made.

5. The committee recommends state-wide, perhaps nationwide, study to discover what common elements should underlie the development of curriculums for elementary schools.

6. The committee recommends that greater emphasis be given at the state level of finding administrative procedures which facilitate the development of a sound curriculum.

OTHERS LIKE IT HOT—THIS WAY

(Continued from Page 27)

stock-taking with getting their reaction to this plan. Then there will be many questions. Is there adequate provision for washing hands, has the stove a flat top, if not, can an oil stove or hot plate be procured, is there a bit of space for a simple cupboard to hold the canned foods, cooking equipment, etc. What equipment will be necessary? Is there a provincial fund or a local organization which would contribute toward expenses, can recipes be procured? These are some of the questions which should arise, and answers would be available through your local school board or your Provincial Department of Health or Education. It might be added, though, that often teachers supplement any donated funds by money raised by the school from concerts, bazaars, etc. This cash could either pay for the food or the equipment.

Some of the simplest hot dishes which children can prepare are those using milk such as canned soups, cocoa, or chowders. If surveys of lunches at your school have shown that milk is not a part of the carried lunches, this will be an excellent addition since milk is a "must" for every school child. Similarly, if vegetables are lacking, cans of these may be heated and served at lunch time.

If you use a covered double boiler, a regular or improvised one, the food will heat slowly over the hot water and not require any watching. Such preparation simple as it is, offers opportunity for widening the pupils' taste in food. This may be done by introducing the occasional nutritious food which may not be in common usage in that particular locality. If a child has helped to prepare the food, he is likely to be eager to taste it. It is always wise to keep mothers informed of the foods being prepared at school each day, so that she will pack the lunch to supply the other necessary foods.

SOME simple cookery does not turn the classroom into a kitchen. It does mean, however, that with careful planning the food preparation can be started at recess and the food will be steaming by the noon hour. Duties as cook, dishwasher and housekeeper can be drawn up with the pupils and rotated; the younger pupils can work along with the older ones. This cooperation is an excellent experience in team-work.

Indeed, the learnings which are possible from a program of this type are many, and the effort of promoting such activities is deserving of every teacher's consideration.

NEWS from Our Locals

ANDREW

The sixth A.T.A. meeting of the Andrew Sub-local was held on April 30, 1948, at Andrew school. President Mr. Myroslaw Krywaniuk acted as chairman and opened the meeting at 9:30 p.m. The secretary Mr. J. W. Huculak read newsletters Nos. 9 to 12 inclusive of our General Secretary-Treasurer, Mr. Eric Ansley. Discussions followed on miscellaneous topics such as Salary Negotiations, Pension Scheme and Festival preparations.

ATHABASCA

The Executive of the Athabasca Local met in the Board Room Divisional office, Colinton, March 20. The President reported that the Arithmetic tests were ready for mailing to teachers. Resolutions for the A.G.M. were considered and instructions given to the Councillors. The Executive voted to become a member of the Alberta Educational Council. The next meeting will be held in the latter part of April.

BON ACCORD - GIBBONS

The Bon Accord-Gibbons Sub-local held a meeting in the Bon Accord High School on March 23. Various matters were discussed, particularly the salary schedule. The question of track meets was tabled for our next meeting.

An after-meeting lunch was served by the Bon Accord staff.

BUSBY-PICARDVILLE

On March 19, at 4:30 p.m., nine members of the Busby-Picardville, Sub-local, met at the Convent, Picardville for their regular meeting.

Mr. Ott, was chosen as our official Representative to meet the Westlock Board's Committee regarding the proposed Track Meet to be held in May.

Discussion was lively and varied,

touching on these points: Timetables, Planbooks, Parent-teacher Organizations, teaching of Spelling, and the teaching of Religion.

The highlights of our next meeting to be held at the home of Mrs. Hunter, Busby, are: Spelling Workbooks by Mrs. Campo, Social Studio discussion led by Mrs. Hunter, and a talk by Sister Cecelia on the "Easter Date".

Refreshments were served by the Sisters.

CORRESPONDENCE SCHOOL BRANCH

A.T.A. Local 64, Correspondence School Branch was pleased to have Mr. Eric Ansley, General Secretary, and Miss Gorman, reporter for Rural Editorial Service, as guests at its March meeting.

Mr. Ansley addressed the meeting with a few general remarks concerning the resolutions for the A.G.M. There followed a very interesting discussion of several resolutions.

A vote of thanks was extended to Mr. Ansley for his assistance.

Mrs. M. Weston, treasurer, reported that \$75 had been donated by members and friends for the A.T.A. Parcels to Britain Fund.

Miss Nancy Thompson, president, declared the meeting adjourned.

The April meeting of Local 64, Correspondence School Branch was held in the office on the 14th.

Reports from the delegates to the A.G.M. were heard. Mr. William Kostash gave his general impressions and spoke warmly of the guest speaker, Dr. Stewart Harral. Mrs. Vi Syrotuck reported on the resolutions.

A vote of thanks was given the councillors by the members.

DRAYTON VALLEY

The monthly meeting of the Sub-

local was held at Drayton Valley teacherage on February 12.

The main topic under discussion was the spring track meet. Plans were made and a set of rules for governing the meet was drawn up.

The meeting was the best attended of the year. The Executive is especially grateful to those teachers who took the trouble to come from a distance.

Members enjoyed a lunch served by the hostess, Mrs. Pawluk.

DRUMHELLER

The February meeting of the A.T.A. Sub-local was held in the High School. The attendance was small due to stormy weather. After a short business meeting badminton was played. Lunch was served by Mrs. Legate at her home.

The regular meeting of the A.T.A. Sub-local was held in the Technical School March 17 with twenty-three present. Mr. J. Aasrud was elected President. Mr. J. F. Watkin addressed the meeting, taking as his topic, "The Slow Learner," with special attention given to the question of promotion. A short discussion followed. Lunch was served.

All teachers were entitled to attend the meeting, held April 21 in the High School, which took the form of a social evening. The programme included badminton, table tennis, cards, etc.

EVANSBURG-WILDWOOD

The Evansburg-Wildwood Sub-local held the February meeting on the 21st at Wildwood.

Report of the salary negotiating meeting was given by our councillor Mrs. Hellekson. A discussion followed. A vote of thanks was extended to Mrs. Hellekson and Mr. Stonehocker for their work re salaries.

The highlight of the meeting was an inspection of the new school at Wildwood.

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MR. G. H. DAVISON,
Secretary - Treasurer, Medicine Hat School District No. 76,
Medicine Hat, Alberta.

After the adjournment of the meeting lunch was served by Mrs. Wood, Mrs. Rehn and Mrs. Gibbs.

March Meeting

The March meeting of the Evansburg-Wildwood Sub-local was held in the Grade X room of the Evansburg school. Six members were present. General discussions on conditions in a school room followed. A lunch was served by our host, Mr. Shaver. The meeting was then adjourned. The next meeting will be held in Wildwood.

HELDA

On Friday, March 19, the Helda Sub-local of the A.T.A. held its first meeting of the 1947-48 year, in the Lousana school. There were thirteen members present. The following officers were elected: President, Mr. A. Schmiedl; Secretary, Mrs. E. Campbell.

Discussions of the resolutions for the A.G.M., the Musical Festival and the Track Meet followed the election of officers.

After the meeting, the Lousana teachers served lunch.

EDSON

The regular meeting of the Edson Sub-local was held in the Home Economics Room, Edson School, Wednesday, March 24.

A discussion of A.G.M. resolutions was held, Mr. Wells and Mr. Stone-

hocker were elected to be delegates at the Convention.

Mr. Meade, President of the Sub-local reported the conclusion of a satisfactory schedule, negotiated by the Salary Schedule Committee.

The matter of a Track Meet was tabled for consideration at a later date.

Lunch was served by Kay Barker and Percy Wells.

FOREMOST

A second meeting of the Foremost A.T.A. Sub-local was held in Nemiscam School on March 6, with seven members and Superintendent G. L. Mowat, present.

A report was given by Miss Oestreich about the A.T.A. Food for British Teachers Fund, the Food for Britain Fund, and the Children's Appeal Fund, resulting in motions requesting the Foremost Local to make a donation of \$80.00 to British Teachers' Fund, and \$50.00 to the Canadian Appeal for Children.

The committee that presented the teacherage problem to the members of the Divisional Board, at their March meeting, were given favorable attention, and an agreement that their brief, which they had outlined on paper, would receive future consideration.

It is hoped we will have an Institute in Foremost this spring, which will prove of value to our teachers, as present plans include a visit from Mr. Aldridge, Supervisor of Guidance.

Following a discussion on track meets, it was decided to hold a Local Meet at Hoping, May 28, and a Divisional Track Meet at Foremost, June 5.

President Mr. Aoki, then introduced the matter of Bill No. 454, which has passed second reading in the Dominion House of Commons regarding deductions from taxable income. The discussion which followed resulted in asking Secretary Miss

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Oestreich, to write to Mr. A. D. Wylie, M.P., and bring to his attention the lack of provisions for deductions for summer school, convention, and department work expenses.

Since the first Saturday in April occurred during the Easter recess, the next meeting was scheduled for April 10, in Etzikom school. After the meeting adjourned the group enjoyed lunch served at the new Coffee Shop in Nemiscam.

GIROUXVILLE-McLENNAN

A well attended regular meeting of the A.T.A. Sub-local was held in the Donnelly School on Saturday, March 13 at 3 p.m.

Plans were discussed regarding the possibility of a spring festival in the next school term, for which a program will be arranged in September.

Several of the resolutions of the A.G.M. were discussed and motions drawn up regarding those of vital interest to our Sub-local. These are to be presented at the Easter Convention by Miss McKay, the delegate to the Convention.

GRANDE PRAIRIE

The meeting of the Grande Prairie Sub-local A.T.A. took place in St. Joseph's Academy on February 7. The business meeting was short.

The highlight of the afternoon was an address given by Miss Cecilia Connolly, District Home Economist

who used as her subject: "Textile Painting as a Hobby." A careful explanation of this interesting pastime aroused enthusiasm on the part of the teachers. Many samples of how to use this art were shown. Miss Connolly offered the use of her stencils to all the teachers in the district who would care to introduce this work into their classrooms.

During a lunch served by the Sisters of St. Joseph's School, Miss Connolly gave many helpful hints.

On March 13, the teachers of the Grande Prairie Sub-local met at the Grande Prairie High School to examine and discuss the resolutions to be presented at the Easter Annual General Meeting. Keen interest was shown. Mr. G. Freebury and Mrs. Gray, two of the Councillors from the Grande Prairie Local, were present to note the wishes of the teachers regarding these resolutions.

After the business meeting, Mrs. Carlisle, a member of the Grande Prairie School Board, reviewed the book: "The Meaning of Treason" by Rebecca West. She emphasized the outstanding character sketches of traitors and witnesses. In describing them, the author showed keen insight into human nature along with a knack of description of detail which made each person so different, even though most of them had tread the downward path that led them to be involved in treason trial. Mrs. Carlisle's carefully prepared review

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awakened strong interest in the book that explains so well why men and women lose their sense of patriotism.

After the meeting, the teachers enjoyed a social half-hour during which the members of the Grande Prairie High School staff served lunch.

GRASSWOLD

Regular meetings of the Grasswold A.T.A. Sub-local have been held on the second Thursday of the month in the Rockyford High School. The executive to hold office for the year have been President, Sister Marian; Secretary-Treasurer, Miss D. Lickson; Vice-President, Mr. Pinkerton; Councillor, Miss A. Ambury; Press Correspondent, Mrs. Lenora Geeraert.

The average number of teachers present has been eight. We were very fortunate to have Mr. Crowthers of Strathmore and Mr. Workman of Katherine visit our February meeting. Numerous topics have been discussed throughout the season. The Track Meet is to be held during the latter part of May. The social part of the meetings were held at the home of Mrs. Geeraert and lunch was served by the Rockyford teachers. The final meeting for the year will be held Thursday, May 13, in the Rockyford High School.

INNISFAIL

The Innisfail Sub-local met in the High School in February.

Mr. Birch and Miss Domoney were appointed to act on the Salary Negotiating Committee.

Mr. Kvisle, Mr. Smith and Miss Manuel were nominated to frame resolutions to send to the next Local meeting.

It was decided at the meeting to:

1. Support the policy of the Educational Council.
2. Invite Mr. Ure, M.L.A. to the A.T.A. banquet.

Following the business an educa-

tional film was shown and a discussion was led by Miss Hodge dealing with, "The New Elementary Course of Studies."

MEDICINE HAT RURAL

The regular meeting of the Medicine Hat Rural Local was held in Toronto Street School at 1 p.m. on Saturday, April 10. Eleven teachers were present.

Mr. T. Curran, our A.G.M. Councillor reported on the pension and salary schedule discussion which was carried out at the last meeting, March 29, 30 and 31.

Miss Bannister, recently from Ottawa, now teaching in Schneider School, answered several questions regarding "similarities and differences in administration of schools in Ontario and those in Alberta."

Miss Irvine gave a report regarding the poor attendance of one of her pupils. This was considered by all present.

A brief discussion regarding the joint local field meet then followed. It was moved that the negotiating committee meet with the Board regarding this matter and report back to the Local the results of the interview, on Saturday, May 1.

After the meeting a theatre party was enjoyed by all.

MOUNT RUNDLE

A reorganization of the Mount Rundle Local A.T.A. was held early

in October.

Officers elected were: President, Mr. H. Parkinson; Secretary-Treasurer, Mrs. Parkinson; Councillors, Mr. Bill Alexander, Mr. A. Thompson; Press Correspondent, Miss N. I. Koblanski.

A second meeting of the Mount Rundle Local was held on March 18 in the Banff Auditorium with all members present. Mr. Parkinson presided.

Delegates to the Christmas Convention gave interesting reports. I. Koblanski spoke on Teachers' Pensions and G. Moreau dealt with Salary Schedules.

Lunch was served by the Banff Public teaching staff in the Home Economics room.

The third meeting of the Mount Rundle local was held on April 12 in Canmore with Mr. Roberts, Vice-president as chairman. B. Alexander and A. Thompson, delegates for the Easter Convention gave interesting reports on the proposed Pension Scheme, Provincial Salary, Code of Ethics and also reported on resolutions discussed at that time.

Another item under discussion was the fall Sports Meet which is to be held in Banff.

A lunch was served by the ladies of the Canmore Staff.

MUNDARE

The Mundare Sub-local held a meeting in the Mundare School on

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April 19, with twelve members present.

Miss Gwen Polomark, President of the Lamont Division Festival, gave an outline of the program of the festival which is to be held in Mundare on May 14. According to the entries received by Miss Savich, Secretary-Treasurer, over a thousand pupils will have an opportunity to display their talents at the festival. A committee was appointed to draw up a time-table of the events of the festival.

After the meeting the teachers enjoyed a bowling game.

PEACE RIVER

Peace River Sub-local met on Friday, April 9, in the Supper Room of the Star Cafe to hear the report of Miss Dorothy Shantz on the Annual Convention which met in Calgary.

On the recommendation of our speaker it was decided that we review the A.T.A. "Code of Ethics" at our next bi-monthly meeting.

Further arrangements were made regarding the Music Festival which will be held May 6 and 7, and getting the hall ready for Mr. Gilles when he comes with his Visual Education Slides.

REDWATER

Redwater-Opal Sub-local held a special meeting in the Ufford High School, Redwater on Friday, March 12, to discuss final plans for the purchasing of a sound-on-film projector. A demonstration of the proposed machine was given by a member from the Department of Extension. An enlightening talk regarding the machine and its merits was heard by all the members. At the conclusion of the meeting it was decided to purchase the machine for immediate use. Funds for the purchase of the machine have already been raised.

A lunch was served by Mrs. N. Kraychy.

RIMBEY

A meeting of the teachers in the Rimbey Sub-local A.T.A. was held in the school on Thursday, April 8.

The recently proposed salary schedule as was presented by the Committee to the Board was approved. Gordon Matthias reported on the A.G.M. The plans for the Music and Dramatic Festival for May 12 were completed. A motion was passed to invite the Ponoka Schools to the event.

RYLEY

At the last meeting of the Ryley Sub-local held February 21, the members passed a resolution that they go on record as supporting the single salary schedule.

After studying and discussing the main points of the Civil Service Pension Scheme, it was agreed that the eligibility age for pensions was too high. Some sort of sliding scale or a percentage scheme which would

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permit a teacher to retire, for example, at fifty would be more desirable.

It was decided to donate \$10 from the Sub-local fees to the Canadian Appeal for Children.

ST. PAUL

The St. Paul Sub-local held its April meeting in St. Paul School. Mr. B. Beauregard gave a report on the A.G.M. and lead the discussion on the new pension plan. Mr. Racette, our superintendent, then gave a reassuring talk on conditions in the St. Paul School Division.

It was decided to hold a track meet this year. Miss E. Boisjoli, Mr. Boutilier, Mr. L'Heureux and Mr. Beauregard were elected as members of the sports committee.

The film-strip projector circuit has been organized and is now operating. Teachers are reminded that suggestions regarding the planning of the circuit and the type of film-strips and slides desired are in order.

ST. LINA

We have recently formed a new Sub-local here at St. Lina. The following is a list of the offices and the officers of the St. Lina Sub-local: President, Miss M. Bloor; Vice-President, Sister St. Charles Albert; Secretary-Treasurer, Miss Adrienne Gamache.

Sister St. Charles Albert gave a talk on: "Let's Teach English." It was followed by some teaching helps on multiplication tables given by Miss A. Gamache. We also had a round-table discussion on "Teaching Enterprise."

The meeting was adjourned followed by a lunch served by the Sisters of the Holy Cross.

SUNDRE

The Sundre Sub-local of the A.T.A. met at the home of Mrs. D. Sandulack at 4 p.m., March 23, with five members present.

MAY, 1948

Teacher, with wife and small son, wishes to rent small, furnished house or apartment during July and August in order to attend the Summer Session. Reply to Leslie A. Medd, 235 - 3 Street, S.E., Medicine Hat, Alberta.

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There was a general discussion on
the resolutions found in the last
issue of the A.T.A. The suggestions
and comments will be submitted to
the A.T.A. offices.

TWO HILLS

A regular meeting of the Two
Hills Sub-local was held at Two Hills
on March 20.

A discussion regarding the Sub-
local concert took place, but a de-
finite date was not decided on. The
report of the Councillor, Mr. D.
Podealuk was heard and adopted.
Much time was taken up with a dis-
cussion about the forthcoming rental
revision. The teachers then went
over the Festival songs with Mrs. N.
Myskiw at the piano.

The next meeting is to be held
at Krasne School on April 23.

WEMBLEY

Our February meeting was again
held at the home of Mr. and Mrs.
Rigby. There was a good attendance
in spite of the weather and the meet-
ing was opened by the reading of the
minutes, after which an interesting
discussion was held. Pensions, salar-
ies, teacher shortage, etc., all were
discussed. After the meeting Mrs.
Rigby served lunch.

The new teacher was trying to
awaken the poetic muse in the class,
so she supplied them with the follow-
ing key verse and asked the lads to
carry on:

"The swallow is a roving bird,
In winter going to Spain,
And when the glad summer comes,
He then flies back again."

After a few minutes' silence a
Cockney lad burst out with:

"An' on 'is 'omeward journey,
'E meets a ruddy 'awk,
'Oo pinches orl 'is fevers,
S'ying: Nah, you blighter, walk."

—Canadian Mineworker.

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The visitor going around the penal settlement came upon a convict making sacks.

"Good afternoon," said the visitor.
"Sewing?"

"No," was the reply. "Reaping."

—Canadian Mineworker.

"Mabel told me that she is marrying a second lieutenant."

"Yes, the first one got away."

—The Educational Courier.

A doctor who was superintendent of the Sunday School asked one of the boys this question: "Willie, what must we do in order to get to heaven?"

"We must die," said Willie.

"Very true," replied the doctor, "but what must we do before we die?"

"We must get sick and send for you."

Old Paw, 80, was in his rocking chair on the front porch, rocking due east and west. Beside him was Sonny Boy, an innocent of 60, rocking north and south. Presently Paw said, "Son why wear yourself out that-away? Rock with the grain and save your strength."

"The American Indians moved from place to place in birch-bark canoes on little streams which they made themselves."—Schoolboy, National Education.

"Are you sure I will recover?" an anxious patient asked his doctor. "I've heard that sometimes you doctors give wrong diagnosis and have treated patients for pneumonia who afterwards died of typhoid fever."

"You've been misinformed," replied the indignant medic. "When we treat a man for pneumonia, he dies of pneumonia."



"A playmate, they said! A little brother to play catch with—to walk to school with! They even had me believin' it!"

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